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ABSTRACT

This document contains marketing occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in marketing. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. Competencies for the marketing program area appear next, along with an access skills checklist on which teachers can record student competence in marketing. An occupational glossary follows that checklist. The next section contains marketing-related instructional activities that cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Teacher and student worksheets and their answers are included. The next seven sections are instructional modules on setting up a school store or classroom store using basic marketing principles; communicating effectively with employers, coworkers, and the public; acceptable social behaviors; acceptable social and work behaviors; minimal personal hygiene and grooming; first aid principles; and identifying colors and using the color wheel. The modules include task analysis sheets and directions for instruction. The document concludes with a four-item resource list. (CML)

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Access Skills
Vocational Readiness Skills for Marketing and Cooperative Education

Accessing Vocational Education

CE 053986

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ACCESS SKILLS

Vocational Readiness Skills for

Marketing

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TABLE OF CONTENTS

Introduction. 1
Manual Components 3
VIMS Competencies for Marketing 6
ACCESS SKILLS Checklist for Marketing 9
Fundamentals of Marketing 11
Marketing Vocabulary List 12
  Math. 16
  Physical Demands/Working Environment. 27
  Aptitudes 32
  Temperaments. 33
  Vocational. 34
Instructional Modules 37
  Set Up a School or Classroom Store Using Basic Marketing Principles . 37
  Demonstrate the Ability to Communicate Effectively with Employers, Co-Workers and the Public 41
  Demonstrate Acceptable Social Behaviors 56
  Demonstrate Acceptable Social and Work Behaviors. 62
  Demonstrate Minimal Personal Hygiene and Grooming 86
  Demonstrate Knowledge of Basic First Aid Principles 92
  Identify Primary, Secondary and Intermediate Colors and Use in Color Wheel 118
Resources 125

INTRODUCTION

Since 1981, Missouri educators have been utilizing the Entry Level Skills Criteria (ELSC) Manual to help prepare special needs students for entry into and successful completion of vocational training programs. With the passage of the Carl D. Perkins Vocational Education Act (P.L. 98-524), the Missouri mandate for instructional management systems and competency-based education, there was a need to revise the ELSC Manual. These revisions make the materials more compatible with the recent educational changes and better meet the needs of practitioners in the field. ACCESS SKILLS is the new name for the ELSC.

ACCESS SKILLS: Vocational Readiness Skills are defined as those skills which appear to be correlated to success in vocational education programs. If a student acquires as many of these skills as possible, the chances of success are higher for the chosen vocational program. The ACCESS SKILLS: Vocational Readiness Skills are negotiable skills; that is, students who are deficient in one or more areas may still enter vocational programs. Through assessment, these weak areas will be determined and vocational instructors and support personnel can then continue to work on the skills during vocational training. There has been a great deal of confusion with the original term "entry level skills". This terminology in vocational education usually refers to the skills needed to enter the world of work. ACCESS SKILLS better explains the objective: to identify, assess and teach skills needed to access vocational education programs and be successful in the world of work.

The ACCESS SKILLS are available in several manuals:

ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students (Revised Entry Level Skills Inventory)

ACCESS SKILLS have been identified for vocational programs listed on the Vocational Administrative Management System (VAMS). Skill areas include math, physical demands/working environment, aptitudes, temperament and vocational. Sample occupational areas, Classification of Industrial Programs (CIP) codes, and Dictionary of Occupational Titles (DOT) codes have been included as well as employability and study skills. The ACCESS SKILLS lists will also be included on VAMS.

ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide

This guide includes informal assessment instruments to evaluate thirty-five employability and study skills with instructional activities included to teach each skill. This guide was designed for junior high students, but is applicable to any secondary student with needs in these areas.

ACCESS SKILLS: Generic Informal Assessment Instruments and Checklist

This manual contains informal assessment instruments for each of the ACCESS SKILLS: Vocational Readiness Inventory and a checklist for documenting the assessment.

ACCESS SKILLS: Vocational Readiness Series

ACCESS SKILLS: Vocational Readiness Skills for Agriculture

ACCESS SKILLS: Vocational Readiness Skills for Business & Office

ACCESS SKILLS: Vocational Readiness Skills for Marketing & Cooperative Education

ACCESS SKILLS: Vocational Readiness Skills for Health Occupations

ACCESS SKILLS: Vocational Readiness Skills for Occupational Home Economics

ACCESS SKILLS: Vocational Readiness Skills for Trade & Technical

The ACCESS SKILLS: Vocational Readiness Skills manuals were developed by occupational cluster areas and include the lists from the Vocational Readiness Skills Inventory for Special Needs Students as well as activity suggestions and instructional modules for teaching the different skills necessary for each program area.

VIMS COMPETENCY LIST

This list is found at the beginning of each program area. Each list contains the exit level skills from the program area taken from the standardized Vocational Instructional Management System (VIMS). Vocational instructors will train students in the majority of these skills and may add skills for an individual student or for all students. It is important to note that not all students must master all of the competencies. The Individual Educational Planning (IEP) team can decide which competencies a student is able to master at what level of acceptance in a given time period. The specified competencies should be designed to lead to a job; that is, a student should be able to learn skills necessary for a job in the community. These competency lists are included so that:

(1) the teacher, student, and parent may see in advance the types of skills which will be presented to students. In this way, the IEP team may have a better idea if the vocational area is reasonable and appropriate for the student;

(2) the relationship between the ACCESS SKILLS: Vocational Readiness Inventory and the exit level competencies can be better understood. For example, in the Marketing area:

ACCESS SKILLS Vocational Readiness Inventory	VIMS Exit Competency
MATH Multiply two place numbers	Handle various types of payment for purchases
PHYSICAL DEMANDS/WORKING ENVIRONMENT Lift 20 lbs. maximum with frequent lifting or carrying objects up to 10 lbs.	Exercise precautions with stock to prevent accidents
APTITUDES Perceive pertinent detail in objects in pictorial or graphic material	Identify the major elements of a print or broadcast advertisement
TEMPERAMENT Influence people in their opinions, attitudes, or judgements about ideas on things	Present the features and benefits of a product or service
VOCATIONAL Demonstrate knowledge of basic safety concepts	Exercise precautions with stock to prevent accidents

The ACCESS SKILLS: Vocational Readiness Inventory lists are very basic skills which are needed across vocational areas; therefore, many of them are the same, even across different vocational areas. However, if a student possesses these basic skills, then the outcome skills (VIMS exit competencies) will be easier for the student to attain.

ACCESS SKILLS CHECKLISTS

Each vocational program manual will contain a summary checklist of the skills needed for the area the student wishes to pursue. After assessing the skills with the ACCESS SKILLS: Generic Informal Assessment Instruments, or other formal or informal assessments, the teacher can transfer the information obtained onto the summary checklist. On the checklist, each ACCESS SKILL is broken down into its component parts and the teacher will designate the student's performance or ability by circling the appropriate mastery code number.

3 = mastery
2 = requires supervision
1 = not mastered
N = no exposure

There is room on the checklist to fill in a mastery date as well as a re-entry code and date for mastery later in the year. After completion of the assessment, the areas of weakness can and should become goals in the IEP. This checklist should be sent to the Area Vocational School as part of the student's application. The codes (3, 2, 1, N) can be entered into the VIMS system if the vocational school desires to follow the student's mastery of skills.

A student does NOT have to show mastery of every skill on the ACCESS SKILLS list in order to enter a vocational program. These skills are negotiable and can continue to be practiced during vocational training. The deficient areas should help the planning team in developing realistic vocational goals and objectives and appropriate vocational training for the student. They also should help vocational personnel identify what skills still need to be practiced and/or what curriculum modifications need to be made to insure the success of the student.

Students with physical limitations may never achieve some of the ACCESS SKILLS, especially in regards to dexterity and other physical demands. This does not preclude them from entering and succeeding in an appropriate vocational area. In these cases, the teacher should make a comment regarding the compensatory techniques the student uses (i.e., strikes typewriter with pencil instead of fingers) and list any modifications that might be needed (i.e., typewriter template, longer time to complete assignments, etc.).

INSTRUCTIONAL ACTIVITIES

This section in each manual is designed to give teachers suggestions for activities that may be used to teach and develop a student's weaker skills found during the assessment. It is assumed that students entering vocational programs have fundamental math skills such as counting, adding, subtracting, multiplying, and dividing one place numerals. The activities usually begin with more advanced skills (working with two place numbers), and all are related to the specific program area the student has chosen.

Each of the five major areas of the ACCESS SKILLS: Vocational Readiness Inventory are covered (math, physical demands/working environment, aptitudes, temperament, and vocational). The activities often overlap, but repetition of previously learned material is often helpful for special needs students. For example, the majority of activities require dexterity skills (writing food orders, typing, handling boxes of different weights). Some activities require basic math skills in adding column totals, etc. However, since the activities are related to job tasks in the vocational area many students will not notice the overlap of skills. Teachers are encouraged to be innovative in developing other activities to enhance the student's ability in any specific area.

The activities include suggestions for parents, and most are written so as to be easily utilized as IEP goals or objectives. The criterion level for mastery is not included, as each student's expected level may differ.

Within each vocational program area a vocabulary list is provided, as well as a tool list, when appropriate. In addition, when worksheets for activities are provided, they are found at the end of the section (math, physical demands, etc.).

INSTRUCTIONAL MODULES

These modules are related to the vocational program area, and have been revised from the instructional modules found in the Entry Level Skills Criterion Manual. Some of the modules can also be found in the ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide, but have been adapted to the specific vocational program area.

RESOURCE MATERIALS

At the end of each program area, a list of resource materials is provided to help supplement the activity suggestions. Names and addresses of publishers are included. An Area Vocational School may already have some of these materials, as might other teachers in the building, so it would be advisable to check with other teachers prior to purchasing.

COMPETENCIES FOR FUNDAMENTALS OF MARKETING

A. Communications in Marketing

1. Define feedback
2. List types of feedback
3. Explain feedback effect on human behavior
4. Speak in a business-like manner
5. Use proper listening skills
6. Use the telephone in a business-like manner
7. Use body language to help convey feelings in spoken communication
8. Read and understand written communications
9. Complete letters, forms, reports, and memorandums
10. Describe the importance of reading current business news media

Other (specify):

_____
_____
_____

B. Economics and Marketing

1. Identify statements that best describe marketing
2. Explain the importance of marketing in our economy
3. Recognize that economic goods are the products and services offered to meet consumer needs and wants
4. Define economics as a process
5. Identify economic activities
6. Explain the importance of economics
7. Identify three major types of economic resources
8. Identify examples of economic resources according to major type
9. Explain the meaning of private free enterprise
10. Describe the different types of business ownership
11. Compare and contrast the three major economic systems
12. Identify the characteristics and values of capitalistic, socialistic, and communistic economic systems
13. Identify elements that need to be accounted for before a profit can be made
14. Explain why profit is an essential part of the private free enterprise system
15. Define supply and demand
16. Distinguish between buyer's and seller's markets
17. Describe the influences and interactions of supply and demand
18. Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take
19. Identify the effects of competition on buyers and sellers
20. Explain why competition is important to the successful functioning of a private free enterprise system
21. Define marketing functions
22. Explain the functions involved in marketing products and services
23. Define the meaning of a market for a product
24. Describe how a market for a product can be identified
25. Identify demographic characteristics that would compose market segments for particular products
26. Define channel of distribution
27. Describe two basic types of distribution
28. Describe the functions performed by channel intermediaries
29. Explain the meaning of integrated distribution
30. Define Gross National Product
31. Identify components of GNP calculations
32. Explain why the GNP has continued to grow

Other (specify):

_____
_____
_____

C. Employment and Advancement

1. Identify personal occupational requirements
2. Describe entry-level marketing jobs available in most communities
3. Identify possible advancement patterns
4. Identify a tentative marketing occupational interest
5. Develop a confident attitude toward participating in an employment interview
6. Meet the standards of appearance and behavior required for the interview
7. Complete a personal resume
8. Complete employment application forms for marketing employment
9. Recognize the purposes and types of employment tests and general guidelines for taking them
10. Complete a personal interview and follow-up
11. Explain the importance of rules and regulations in a business
12. Describe desirable work habits
13. Explain gross pay and net pay
14. Identify ways of tying school and work experiences together

Other (specify):

_____
_____
_____

D. Human Relations in Marketing

1. Define human relations
2. Identify the prominent human relationships in marketing businesses
3. Identify the importance of self-understanding in establishing effective human relationships
4. Analyze personal interests, aptitudes, traits, abilities, and attitudes
5. Identify personal strengths and weaknesses
6. Describe the importance of positive self-image

7. Identify resources of self-understanding
8. Develop a plan of short and long-term goals
9. Develop harmonious professional relationships with co-workers, supervisors, and managers
10. Develop relationships with customers that will favorably represent a business

Other (specify):

_____
_____
_____

E. Marketing Operations

1. Perform addition and subtraction applications in marketing
2. Perform multiplication and division applications in marketing
3. Perform fraction and percentage applications in marketing
4. Calculate correct prices of products or services and total amounts of purchases
5. Handle various types of payment for purchases
6. Handle returns for exchange, cash refunds, or charge credit
7. Handle COD and layaway sales transactions
8. Explain importance of inventory control
9. Explain the term perpetual inventory
10. Explain the procedures of a physical inventory
11. Explain the importance of pricing
12. Define the terminology used in pricing
13. Calculate mark-up and mark-downs
14. Arrange currency and coin in cash drawer
15. Maintain proper amount of cash in appropriate denominations in cash drawer
16. Balance cash drawer against cash register receipt

Other (specify):

_____
_____
_____

F. Market Planning

1. Explain the marketing concept
2. Explain historical development in business that led to the adoption of the marketing concept
3. Give examples of the marketing concept in action
4. Explain the role that product/service planning activities play in a company's success in the marketplace
5. Identify factors that influence product/service planning
6. Identify the methods of gathering primary marketing data
7. Apply one or more of the methods to gather primary data
8. Explain the difference between the total market approach and the segmentation approach to product planning
9. Cite examples of specific product/services and their target markets
10. Identify the functions of packaging to meet the needs of specific marketing
11. Define product line and product mix
12. Identify the stages of the product life cycle
13. Explain the steps in product planning

Other (specify):

_____
_____
_____

G. Physical Distribution

1. Accurately check shipment or items against an invoice
2. Handle incorrect amounts of types or goods
3. Mark prices on various types of goods
4. Identify housekeeping duties in connection with proper stock care
5. Exercise precautions with equipment to prevent accidents
6. Exercise precautions with stock to prevent accidents
7. Identify importance of preventing stock shrinkage

Other (specify):

_____
_____
_____

H. Sales Promotion

1. Identify the major advertising media used to promote sales
2. Identify the basic types of displays used to promote sales
3. Identify the special promotion activities used to promote sales
4. Identify how sales promotion benefits the marketing business, employee, and consumer
5. Identify the major elements of a print or broadcast advertisement
6. Read the newspaper advertisements to keep informed of the advertising done by a business and its competition
7. Recognize broadcast promotions by a business and its competition
8. Read current promotion material sent out to consumers by a business and its competitors (ex. catalogs, manufacturers' brochures, etc.)
9. Identify the costs of various advertising media
10. Identify the importance of visual merchandising as it applies to a business' image
11. Select appropriate, seasonal, and timely display merchandise
12. Design displays considering the basic elements of display arrangement
13. Plan location of displays

Other (specify):

_____
_____
_____

I. Selling

1. Identify how to analyze customer needs and wants

2. Identify how to determine the buying motives of customers and then appeal to them
3. Approach the customer and begin the sale
4. Present the features and benefits of a product or service
5. Overcome customer's objections and excuses
6. Close the sale
7. Follow-up to service the sale
8. Identify sources of product or service knowledge
9. Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently
10. Convert product or service knowledge into selling points
11. Compare goods or services favorably with competing products or services
12. Suggest advertised product or services needed from one's own company that might satisfy customer's needs
13. Coordinate products or services with related items in an attempt to increase the amount of sale
14. Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale
15. Identify the various types of selling, besides retailing, that takes place in marketing

Other (specify):

_____

_____

_____

FUNDAMENTALS OF MARKETING
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
1. Count two-place numbers		3 2 1 N		
2. Add two-place numbers		3 2 1 N		
3. Subtract two-place numbers		3 2 1 N		
4. Use basic measuring instruments, i.e., rulers, scales		3 2 1 N		
5. Multiply two-place numbers		3 2 1 N		
6. Divide two-place numbers		3 2 1 N		
7. Add common fractions		3 2 1 N		
8. Subtract common fractions		3 2 1 N		
9. Multiply common fractions		3 2 1 N		
10. Divide common fractions		3 2 1 N		
11. Add two-place decimals		3 2 1 N		
12. Subtract two-place decimals		3 2 1 N		
13. Multiply two-place decimals		3 2 1 N		
14. Divide two-place decimals		3 2 1 N		
15. Add discount, interest and percentage		3 2 1 N		
16. Subtract discount, interest and percentage		3 2 1 N		
17. Multiply discount, interest and percentage		3 2 1 N		
18. Divide discount, interest and percentage		3 2 1 N		
19. Lift 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. (light work)		3 2 1 N		
20. Extend the hands and arms in any direction (reaching)		3 2 1 N		
21. Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)		3 2 1 N		
22. Pick, pinch, or otherwise work with the fingers (fingering)		3 2 1 N		
23. Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)		3 2 1 N		
24. Ability to work inside		3 2 1 N		
25. Think visually of geometric forms (S-spatial)		3 2 1 N		

FUNDAMENTALS OF MARKETING
ACCESS SKILLS CHECKLIST

Student Name/ID _____ Sending School _____

Instructor _____ Date(s) Evaluated _____

Circle proper mastery code: 3 = MASTERY 2 = REQUIRES SUPERVISION
1 = NOT MASTERED N or blank = NO EXPOSURE

TASK DESCRIPTION	TASK ID #	MASTERY CODE	MASTERY DATE	RETRY CODE/DATE
26. Comprehend the two dimensional representation of three-dimensional objects (S-spatial)		3 2 1 N	_____	_____
27. Recognize the relationship resulting from the movements of objects in space (S-spatial)		3 2 1 N	_____	_____
28. Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)		3 2 1 N	_____	_____
29. Make visual comparisons and discriminations and see slight differences (P-form perception)		3 2 1 N	_____	_____
30. Coordinate eyes and hands or fingers rapidly and accurately (K-motor coordination)		3 2 1 N	_____	_____
31. Make a movement response accurately and swiftly (K-motor coordination)		3 2 1 N	_____	_____
32. Move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)		3 2 1 N	_____	_____
33. Move the hands easily and skillfully (M-manual dexterity)		3 2 1 N	_____	_____
34. Work with the hands in placing and turning motions (M-manual dexterity)		3 2 1 N	_____	_____
35. Match or discriminate between colors				
36. Identify a particular color or color combination		3 2 1 N	_____	_____
37. Perceive contrasting color combinations		3 2 1 N	_____	_____
38. Influence people in their opinions, attitudes, or judgments about ideas of things		3 2 1 N	_____	_____
39. Dealing with people beyond giving and receiving instructions		3 2 1 N	_____	_____
40. Demonstrate knowledge of basic safety concepts		3 2 1 N	_____	_____

FUNDAMENTALS OF MARKETING

Sample Occupational Areas:

Cashier, Front Desk
Checker
Driver Helper, Sales Route
Sales Clerk
Salesperson, Fashion Accessories
Salesperson, General Hardware
Telephone Solicitor

Introduction

The field of marketing offers a wide variety of possibilities for employment. Students entering a marketing program will receive training that will prepare them for positions in retail and wholesale businesses either selling merchandise, advertising or setting up displays, and/or working in the shipping and receiving departments. The student is expected to work with money and a variety of forms. In almost all instances people in marketing work with the public and must have good communication, interpersonal and social skills. The sample activities and instructional modules provided will be helpful in preparing student to enter a Marketing Education program. It is strongly recommended that students also receive assessment and instruction in the materials found in the ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide.

MARKETING VOCABULARY

ADVERTISING	the means used to attract public attention to a product or business
BONUS *	monies paid above and beyond regular wages
CASHIER	the person responsible for handling cash transactions in a business
COMMISSION *	employees who work on commission receive pay based upon the amount of sales made by them during a specified time period
CUSTOMER	a person who buys goods or services
DEDUCTIONS *	amounts of money taken from the employee's regular earnings. Deductions include social security, federal and state taxes
DISPLAY	an advertisement to catch the eye as distinguished from a classified ad
DRAW *	this is the amount of money an employer allows an employee to receive in advance (or to "draw"), which is to be taken from commissions the employee is expected to earn in the future
FRINGE BENEFITS *	these are benefits an employee may receive in addition to regular earnings. Vacation time, sick leave, and holidays are examples of fringe benefits. Other fringe benefits might include an employee paying a portion of the employee's health insurance premiums
GROSS EARNINGS *	this is the total amount of an employee's earnings before any deductions are taken out
HOURLY OR DAILY WAGES	employees are paid by the number of hours they work each day
INVOICE	the detailed list of goods shipped or services given with detailed costs
MARKUP	an increase made in the original price of an item
MERCHANDISING	all the business activities that bring goods or services to customers
MONTHLY SALARY *	employees under this plan are paid once a month and receive an amount that is one-twelfth of the annual salary schedule for their particular jobs

NET EARNINGS	also called take-home pay. This is the amount the employee receives after deductions are taken out of his/her gross pay
OVERTIME PAY *	pay for work done beyond contracted hours
PERCENTAGE	an amount of a whole that varies in proportion to a larger sum, such as total sales
PIECE-RATE *	some employees are paid a specified amount for each unit of work they complete, such as each 100 envelopes prepared for mailing
PM *	this abbreviation is called "premium," "pin," or "push" money. It means extra money employees may receive as a special bonus or an incentive for the sale of certain items or merchandise
PRICING	to fix or establish the price or cost of an item to be sold
PROFIT	the return received on a business undertaking after all expenses have been met
PURCHASE ORDERS	the order form specifying item wanted, quantity, price, weight, billing and shipping instructions
RECEIVING	the person or position responsible for incoming shipments' care, routing and storage
SALES	the activities involved in selling goods or items
SHIPPING	person responsible for sending out and/or routing of stock to customers
STOCK	the total merchandise kept on hand by a merchant or business
TAKE-HOME PAY *	also called net earnings
WAGES *	money paid to employees for labor or services performed

MARKETING VOCABULARY

ADVERTISING	The means used to attract public attention to a product or business.
BONUS *	Monies paid above and beyond regular wages.
CASHIER	The person responsible for handling cash transactions in a business.
COMMISSION *	Employees who work on commission receive pay based upon the amount of sales made by them during a specified time period.
CUSTOMER	A person who buys goods or services.
DEDUCTIONS *	Amounts of money taken from the employee's regular earnings. Deductions include social security, federal and state taxes.
DISPLAY	An advertisement to catch the eye as distinguished from a classified ad.
DRAW *	This is the amount of money an employer allows an employee to receive in advance (or to "draw"), which is to be taken from commissions the employee is expected to earn in the future.
FRINGE BENEFITS *	These are benefits an employee may receive in addition to regular earnings. Vacation time, sick leave, and holidays are examples of fringe benefits. Other fringe benefits might include an employee paying a portion of the employee's health insurance premiums.
GROSS EARNINGS *	This is the total amount of an employee's earnings before any deductions are taken out.
HOURLY OR DAILY WAGES	Employees are paid by the number of hours they work each day.
INVOICE	The detailed list of goods shipped or services given with detailed costs.
MARKUP	An increase made in the original price of an item.
MERCHANDISING	All the business activities that bring goods or services to customers.
MONTHLY SALARY *	Employees under this plan are paid once a month and receive an amount that is one-twelfth of the annual salary schedule for their particular jobs.

NET EARNINGS	Also called take-home pay. This is the amount the employee receives after deductions are taken out of his/her gross pay.
OVERTIME PAY *	Pay for work done beyond contracted hours.
PERCENTAGE	An amount of a whole that varies in proportion to a larger sum, such as total sales.
PIECE-RATE *	Some employees are paid a specified amount for each unit of work they complete, such as each 100 envelopes prepared for mailing.
PM *	This abbreviation is called "premium," "pin," or "push" money. It means extra money employees may receive as a special bonus or an incentive for the sale of certain items or merchandise.
PRICING	To fix or establish the price or cost of an item to be sold.
PROFIT	The return received on a business undertaking after all expenses have been met.
PURCHASE ORDERS	The order form specifying item wanted, quantity, price, weight, billing and shipping instructions.
RECEIVING	The person or position responsible for incoming shipments' care, routing and storage.
SALES	The activities involved in selling goods or items.
SHIPPING	Person responsible for sending out and/or routing of stock to customers.
STOCK	The total merchandise kept on hand by a merchant or business.
TAKE-HOME PAY *	Also called net earnings.
WAGES *	Money paid to employees for labor or services performed.

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Use basic measuring instruments, i.e., rulers, scales
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals
Add discount, interest and percentage
Subtract discount, interest and percentage
Multiply discount, interest and percentage
Divide discount, interest and percentage

NOTE: Many math books and workbooks provide needed direction in learning basic operations in math. This section assumes that students have basic skills and is designed to be used in conjunction with any of the math books you might be using, or to establish your own supplemental units. Any math practice activities should be developed within the context of the vocational program. Other persons to use as resources in this area include: parents, math teacher, and business teacher.

1. Student will do the problems on a marketing related math pre-test to determine areas of strength and weakness (Worksheet M #1).

2. Student will demonstrate knowledge of wage earning terminology. (See Worksheet M #2.) Using the starred (*) words on the vocabulary list the student should receive instruction in the use and practical application of the terms as they apply to the student as a wage earner.

3. Student will receive instruction on solving word problems. Marketing math frequently requires students to solve math situations which are best simulated by solving word problems. See Worksheet M #3.

4. Student will work word math problems related to wages and other earnings income. See Worksheet M #4.

5. Student will develop problems that require fractions. Have students work as two person teams to develop six word problems that use fractions. Have the problems include time, sales situation, and display materials.

6. Student will solve problems involving fractions. Have students work as teams to solve the problems developed in the previous exercise. Use the problems developed by another group.

7. Student will go through a catalog and order five to six items using the order form provided in the catalog and adding amounts of purchase.

8. Using a catalog, student will order four items each with a different discount value and compute the cost of each item after the discount has been subtracted from the original cost of the item.

9. Given a list of six items with a wholesale price the student will compute the retail cost of each item at 10%, 25% and 30% cost over wholesale.

10. Student will become adept at making change for up to $20.00. See Worksheets M #5, M #6, and M #7.

11. Student will play games where change for $20.00 must be made. Have students work in teams. Each team member has $20.00. Each team also has items marked in amounts up to $20.00 in a team store. Teams go to each store and make purchases. If a student makes the wrong change for another student's $20.00, he/she must give that student $10.00. This money goes into team savings. This reduces the erring student's purchasing power. After a set amount of time the teams compare which one has the more extra monies in savings.

12. Given the opportunity to develop a pseudo savings and loan business, student will figure interest earned and payed out. Interest tables can be obtained from savings and loans banks.

13. Savings and loans banks are also willing to provide speakers.

14. Student will use credit card in a classroom setting. Provide students with credit cards for purchase of everything in classroom. Every week figure interest charged when the bill is not paid in full.

SUGGESTIONS FOR PARENTS:

1. Help student set up a savings account with parent as the banker and interest provider.

2. Ask student to go to three different stores and compare prices on three or four separate items. Then have the student consider what sale prices might be.

WORKSHEET

Marketing Math Pre-Test

I.

1. add

8
3
---

2. add

99.50
86.00
9.12
---

3. subtract

8
5
---

4. subtract

7769
5396
---

5. multiply

538
6
---

6. multiply

78.48
1.5
---

7. divide

72 / 392 =

8. add

4 6/8 + 2/3 + 2 1/2 =

9. subtract

$49.87
19.59
---

10. divide

$5.10 - 1/2 =

II.

11. Shirts cost $37.85 per dozen. What will 8 shirts cost?

12. How many ounces are in 3 1/2 pounds?

13. How many feet are in 7 yards?

14. How many inches are in 3 3/4 feet?

15. Pencils sell for 25c for 3. How many can you sell a customer for $1.75?

16. At 6% sales tax, what tax should be charged on a purchase of $8.35?

17. A customer gives you $15 to pay for 3 note pads at 69c each, envelopes for $1.25, and a stapler refil for 39c. Sales tax is 6%. How much change would you give the customer?

18. A customer buys 4 1/2 yards of a fabric that sells for $2.97 a yard. How much does the customer owe for the purchase?

19. How many hours must you work at $1.85 an hour to earn $68.45?

20. If you allowed an 8% employee discount on your purchases, what would your cost be for a radio priced at $79.85?

WORKSHEET

Match the following terms with the correct definitions:

1. Wages
2. Piece-rate
3. Salary
4. Commission
5. Draw
6. Bonus
7. Deductions
8. Take-home pay
9. Overtime pay
10. Fringe benefits
11. Gross earnings
12. P.M.

_____ A. Stipulated amount for a week or month of work

_____ B. Money paid in addition to regular salaries

_____ C. New pay or gross pay minus deductions

_____ D. Extra compensation for work done at a time beyond the specified number of hours for a regular day or week

_____ E. An employee's total earnings before any deductions

_____ F. Pay plan based on the number of units completed or produced

_____ G. Additional compensation given some employees, such as vacation or sick leave pay

_____ H. Extra or special bonus money for the sale of certain items

_____ I. Pay plan based on a percentage of the employee's net sales

_____ J. Amounts of money subtracted from an employee's regular earnings

_____ K. Expense allowance advanced against commission

_____ L. Money employees receive for hourly or piece-rate work

_____ M. Extra pay received if no sick leave is taken

WORKSHEET

Suggestions for Solving Word Problems

In many of the math activities that follow, you will be working many different types of problems. Some will be for practice to sharpen up your computation skills. These problems will already be stated for you. Other problems will require you to read the problem and state it for yourself. For this reason, some suggestions are included to assist you in solving word problems. Many of the problems will deal with decimals and fractions. Refer back to these hints as needed.

1. Read the problem completely and carefully. Read the problem more than once if needed to be sure you really understand the problem and what you are being asked to do.

2. After you understand the problem, state in your own words what you are trying to find--what is the problem really asking you?

3. Develop a plan to solve the problem. Think of all the facts that are given, think of how you can use the facts, and think how best to proceed to find a solution.

4. Double-check to be sure you have all of the facts necessary to work out a solution.

5. Use the facts you have to work out a solution, and follow your plan developed in step 3.

6. Look at your solution carefully. Does it seem reasonable? Have you done each step carefully and accurately? Have you used the right method? If you are in doubt, go back to step 1 and rework the entire problem.

7. Check your answer by putting in the new information (facts or figures you came up with) to be sure all of the facts now fit together--the new facts and the facts that were given.

Adapted from: Reeves, J. (1976). Applied arithmetic for distribution. Austin, TX: Instructional Material Center, University of Texas at Austin.

WORKSHEET

These problems are designed for teachers to do with students working together at the chalkboard. Prior to working on each problem, review terms to make sure students fully understand the problems.

Work the following word problems:

1. Jill Cummings is employed at the rate of $3.25 per hour. She works 27 hours the first week and 24 hours the second week. What is her gross pay at the end of this two-week pay period?

2. Susie Mercer is employed on a piece-rate basis for stuffing and preparing credit statements for mailing at the rate of 85c per 100. What are her wages for preparing 1,200 on Monday, 1,440 on Tuesday, 920 on Wednesday, 600 on Thursday, and 1,040 on Friday?

3. Harry Jones has a quota of $625 per week in sales, receives a salary of $90 a week, and is paid a commission of 5% over quota. What is his gross pay for one week if his sales were $980?

4. Jack Jenkins is a car salesman employed on a straight commission of 10% of sales. Last month, he sold cars and trucks amounting to a total of $9,425. What was his pay for the month?

5. Tom Sewell is a traveling representative who receives a commission of 20% of sales plus a draw of $300 per month based on net sales of $1,000 per week. Last month, he sold $5,660. What were his gross earnings for the month?

6. J.B. Kelly is the manager of a large wholesale distributing firm. As the chief executive, he draws an annual salary of $20,000 plus a bonus of 1% of the net company sales. Last year the firm had net sales of $2,250,000. What were his total earnings for the year?

WORKSHEET

Making Change

Cashiers and sales clerks use the addition method in making change. Suppose a customer gives a $20 bill to pay for a purchase totaling $5.51 on the cash register. Included below are the steps for making change:

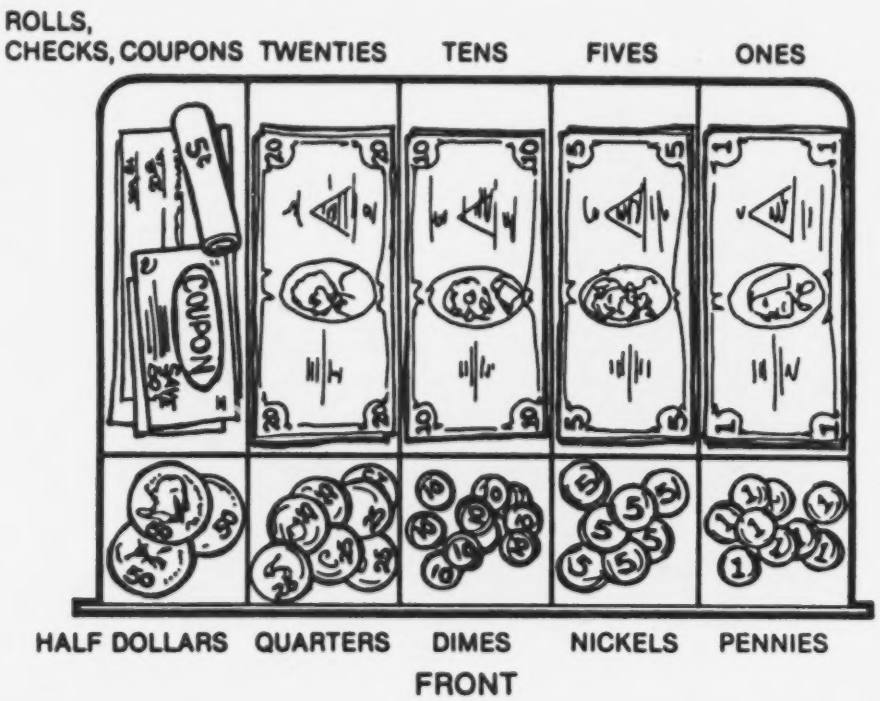
1. You accept the $20 from the customer and place it on the change plate of the cash register.

2. Think to yourself how much change is needed to build to $20 from $5.51, using as few coins and bills as possible. In this case it would be:

   4 pennies
   2 dimes
   1 quarter
   4 one-dollar bills
   1 ten-dollar bill

3. Starting with $5.51, count aloud the return of the change.

4. Before closing the drawer, place $20 in the correct section. Use the illustration below for correct change drawer placement.



WORKSHEET

Making Change (continued)

Use as few coins and bills as possible.

Enter the number of coins and bills only. The first one is done for you.

Denomination:	$.01	$.05	$.10	$.25	$.50	$1	$5	Total
$2.71 out of $ 5.00	4			1		2		2.29
$ .19 out of $ .50								
$1.31 out of $ 5.00								
$ .79 out of $ 1.00								
$ .37 out of $10.00								
$ .22 out of $ .50								
$7.57 out of $ 7.75								
$3.03 out of $ 5.03								
$2.76 out of $10.00								
$1.57 out of $ 3.00								
$ .53 out of $ .75								
$2.01 out of $ 2.50								
$8.53 out of $10.00								

ANSWERS FOR MAKING CHANGE WORKSHEETS

Worksheet M #6

Denomination:	$.01	$.05	$.10	$.25	$.50	$1	$5	Total
$2.71 out of $ 5.00	4			1		2		$2.29
$ .19 out of $ .50	1	1		1				.31
$1.31 out of $ 5.00	4	1	1		1	3		3.69
$ .79 out of $ 1.00	1		2					.21
$ .37 out of $10.00	3		1		1	4	1	9.63
$ .22 out of $ .50	3			1				.28
$7.57 out of $ 7.75	3	1	1					.18
$3.03 out of $ 5.03						2		2.00
$2.76 out of $10.00	4		2			2	1	7.24
$1.57 out of $ 3.00	3	1	1	1		1		1.43
$ .53 out of $ .75	2		2					.22
$2.01 out of $ 2.50	4		2	1				.49
$8.53 out of $10.00	2		2	1		1		1.47

Worksheet M #7

1. $ .03
2. $3.01
3. one
4. $3.57
5. $6.53
6. $16.10
7. $6.22
8. $37.50
9. $7.43
10. $166.26

WORKSHEET

Making Change (continued)

Cashiers and sales clerks are expected to do more than just run a register. They also are required to do various types of arithmetic problems demonstrated in these problems:

1. A woman hands you 7 half-dollars, 18 quarters, 5 dimes, 14 nickels, and 28 pennies. She purchases an item for $9.45. What is her change?

2. A man brings in 5 half-dollars, 7 quarters, 27 dimes, 3 nickels, and 87 pennies. How much more does he need to purchase an item costing $10.98?

3. Shirts sell three for $9.98. A woman has $5. How many shirts can she buy?

4. A woman has three items on lay-away. The items cost $3.98, $6.47, and $15.98. She has put $10.00 down to hold them. She hands you a $20.00. What is her change?

5. A woman has given you three $10 bills. She bought two items costing $15.98 and $7.49. What is her change?

6. A woman brings in an item costing $5.98 to exchange for one costing $9.98. She hands you a $20 bill. What is her change?

7. Shirts are selling three for $9.33. A woman wants to buy two. How much does she have to pay?

8. Shirts selling for $10.00 each are marked 25% off. A man wants to buy five. How much money does he need?

9. A woman exchanged three items costing $1.98, $6.98, and $10.39. She then bought two items costing $15.97 and $5.95. She hands you a $10 bill. What is her change?

10. A man bought six items costing $10.98, $12.98, $5.50, $2.96, $27.35, and $106.49. What is his total bill?

Physical Demands/Working Environment

Lift 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. (light work)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature or texture of objects and materials by using fingertips (feeling)
Ability to work inside

In most cases, the assessment of these skills will indicate that the student has the gross and fine motor skills which are prerequisites to learning the vocational skills in a Marketing program. Prior to instruction in any physical demands activities, the student should have been evaluated and parents contacted to make sure that the student has no hidden physical problems that could be aggravated by lifting objects or by other physical activities done in this area. However, if the student has a physical disability or other limitation(s) preventing him/her from demonstrating fine and gross motor skills, then other techniques may be taught so he/she can perform in the vocational program. Other persons to use as resources in this area include: physical education teacher, industrial arts teacher, business and office teacher, special education teacher, and parents.

Provide an extensive background for students on the importance of doing physical skills correctly and carefully. A variety of outside resources such as the following are available.

a. Speaker from OSHA who would address the number of accidents that occur each year due to workers not protecting their bodies by using proper lifting techniques or overextending themselves. Have them relate to the marketing profession, especially those who would work in shipping and receiving and stocking.

b. Have the school nurse or health care worker demonstrate what happens to a person's body when they lift heavy objects and how the students can build bodies up to being able to lift necessary objects on the job.

c. Videotapes are helpful. National Safety Council has helped develop an eight minute file entitled, "A New Way to Lift," which can be rented from the University of Missouri-Columbia Academic Support Center.

1. Student will demonstrate proper lifting techniques. Go over the details in Worksheets M #8 and M #9 that provide step-by-step instruction on proper lifting techniques.

2. Student will demonstrate proper use of ladders within a marketing context. See Worksheet M #10.

3. Student will develop a list of types of materials and activities which one might be required to lift and/or do in the marketing field. Particular attention should be given to the areas of shipping, receiving, and stocking.

   Ideas to help get started are:
   a. Moving large boxes off the loading dock.
   b. Moving stock from storage shelves.

4. Student will practice proper lifting techniques. Boxes with a variety of materials and weights up to 20 pounds should be provided. Several small boxes should also be used so they may be placed one on top of the other and carried across the room and set correctly on a table and/or floor.

5. Student will demonstrate reaching within a variety of situations. For example, stooping down to reach into the back of a bottom shelf or reaching to the top shelf of a cabinet.

6. Student will observe and list ways he/she sees persons in marketing fields reaching. For example, sales clerks and shipping clerks.

7. Student will sort a variety of materials according to shape and size. For example, materials found in a teacher's desk may be sorted by square, rectangular, and round items.

8. Student will sort fabric materials according to a) colors and shades of color, and b) texture.

9. Student will sort, stack, and wrap coins according to demonstration. Instruct student in how to count and manipulate coins by using two fingers (or one) on coin and pulling it across the flat surface letting it fall into cupped opposite hand. Wrap coins in wrappers obtained from a local bank.

10. Discuss with student where he/she prefers to spend time when working or in leisure activities in order to help student recognize his/her preference for indoor or outdoor work.

SUGGESTIONS FOR PARENTS:

1. Have student rearrange the pantry or storage shelves according to sizes and categories of materials.

2. Keep track of where student seems to work best in order to determine preference for indoor or outdoor work atmosphere.

WORKSHEET

Your backbone or spinal column is the nerve network of your entire body. The spinal column is designed to support the upper section of the body, but the muscles in the back are not designed for lifting and severe strain. The back muscles are flattened and offer support to the spinal column. By contrast, the muscles in your upper thighs and lower leg are the largest in your body--and the strongest. They are designed for running, pulling, jumping, and lifting. You must learn to use your legs to lift--not your back.

When picking up a carton--even one that appears light in weight--bend your knees and let your leg muscles lift the weight. Keep your back in a straight line. Strain comes from bending the back slightly at an angle when lifting. Even more dangerous is to twist the back slightly to one side when lifting. A full bend is better than a half bend (Luter, 1979).

Lift the load straight up--smoothly and evenly. Pushing with your legs, keep the load close to your body.

Setting the load down is just as important as picking it up. Using leg and back muscles, comfortable lower load by bending your knees. When load is securely in place, release your grip.

Stack material in such a way as to permit full view while carrying.

Avoid strain by storing heavy objects at least 12 inches above the floor.

Avoid awkward positions or twisting movements while lifting.

Overreaching and stretching to reach overhead objects may result in strains or falls. Use a ladder instead of chairs, boxes, etc.

WORKSHEET

PROPER LIFTING TECHNIQUES WORKSHEET

1. Size up the load to be lifted. Do not even attempt to lift a large load alone. If you have any doubt about your ability to lift an object, ask for assistance.

2. Make sure you are well-balanced. Your feet should be apart to give you a broad base of support if you are lifting a heavy object or person.

3. Move close to what you are to lift. Do not reach for any object that is up high or over far. Get your body close to the object to be lifted. If it is up high, get on a ladder. (Use the proper method of climbing a ladder. See the Safety Module.)

4. Keep your back straight. Line up your back so you don't strain it. Bend at the knees and hips--NOT the back.

5. As you lift, straighten your legs. When you bend to lift something, bend your knees. To lift it, straighten your legs.

6. If you need to turn, shift the position of your feet, but do NOT turn your body. Twisting injures muscles.

7. If you are lifting with someone, lift smoothly. This avoids strain on your back which you would get from jerky movements. Count with the person to make sure the lift is smooth.

8. Push or pull a heavy object whenever possible. It is easier and safer.

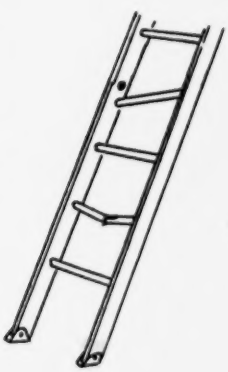
9. Remember to use these skills all of the time to keep yourself safe.

WORKSHEET

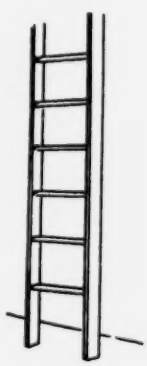
Too often ladders are not properly secured--that is, the feet slip or the ladder slips sideways and falls.

In most stock and storage rooms, ladders and step stools are necessary. Stepladders are easily handled and moved about, but they pose a danger in not being properly secured with the folding brace. Loose steps and split or weakened side members cause ladders to give way under weight and strain. At no time should a person stand on the top of a stepladder, even when someone is holding it.

Another improper use of a ladder is standing on it to remove heavy, large cartons from the tops of stacks or shelves. You cannot handle that large a load safely on a ladder. Large cartons block your view, and it is too easy to miss a step coming down, or lose your balance and fall.



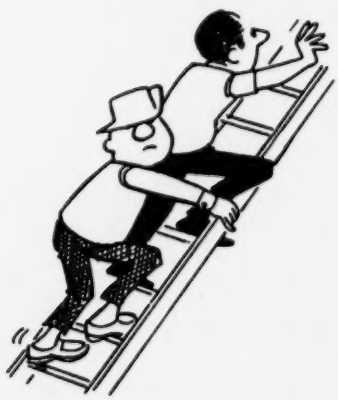
Check for broken or unsafe parts.



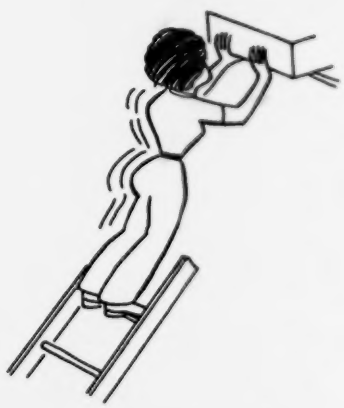
Ladder is too close to wall.

Climb using both hands on the rungs.

Open step-ladders fully.



Only one person on a ladder.



Never stand on top two rungs.

Face ladder when going up or down--never jump off.

(Luter, 1979)

Aptitudes - indicates an ability to:

think visually of geometric forms (S-spatial)
comprehend the two dimensional representation of three-dimensional objects (S-spatial)
recognize the relationship resulting from the movements of objects in space (S-spatial)
perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
make visual comparisons and discriminations and see slight differences (P-form perception)
coordinate eyes and hands or fingers rapidly and accurately (K-motor coordination)
make a movement response accurately and swiftly (K-motor coordination)
move the fingers and manipulate small objects with the fingers, rapidly or accurately (F-finger dexterity)
move the hands easily and skillfully (M-manual dexterity)
work with the hands in placing and turning motions (M-manual dexterity)
match or discriminate between colors
identify a particular color or color combination
perceive contrasting color combinations

1. Student will arrange bookshelves in room in an attractive display.

2. Student will put up a bulletin board display provided by teacher.

3. Student will develop a bulletin board display, make it, and put it up in a designated area.

4. Student will work with fingers in a manipulative situation. For example, provide student with mailing labels to be placed on envelopes or packages.

5. Student will use hands by wrapping small items in paper and carefully arranging in a box for storage or mailing. Provide students with packing materials such as styrofoam packing peanuts or bubble sheets and newspaper to use as wrappings.

6. Student will make an arrangement of scarves and ties according to like colors and one with contrasting colors.

7. Student will complete activities in the color identification and use module on the Access manual.

SUGGESTIONS FOR PARENTS:

1. Have student arrange closet according to types of clothes, e.g., dresses together, blouses or shirts together, and similar colors together.

2. Have student pack and wrap materials for storage and for mailing.

Temperament - indicates an ability to adapt to:

influence people in their opinions, attitudes, or judgments about ideas or things
dealing with people beyond giving and receiving instructions

1. Student will participate in debates in which he/she must defend the use of a particular product over the use of another.

2. Student will keep a record of how many times he/she used courteous responses to individuals for a period of two days. Responses including saying "good morning" or "thank you" to someone as well as helping another with a task and stating they were happy to help. The teacher should review the student's log after two days for comments on student's feelings and observations during the two day period.

3. Student will complete activities from the following modules located in this Access manual:

    a. Demonstrate the ability to communicate effectively with employers, co-workers, and the public
    b. Demonstrate acceptable social behavior
    c. Demonstrate acceptable social and work behavior
    d. Set up a school or classroom store using basic marketing principles

SUGGESTIONS FOR PARENTS:

1. Compliment student whenever he/she is seen or heard using courteous behaviors.

2. Ask student to report on behaviors of clerks that they appreciated when they had been shopping.

Vocational

Demonstrate knowledge of basic safety concepts

1. Student will observe persons in marketing positions and identify possible existing conditions that could prove hazardous. After student has identified the conditions ask him/her to develop possible solutions.

2. Student will review the list of symptoms and treatment of various injuries (Worksheet M #11) with teacher.

3. Student will use Worksheet M #11 and list jobs in marketing where these specific injuries might occur. For example, a loading dock person is susceptible to frostbite in some regions.

4. Student will develop a list of materials that might be placed in a first aid kit in an office or shipping and receiving dock area of a business.

5. Student will develop a ready reference booklet to be used in emergencies that may be kept at home.

SUGGESTIONS FOR PARENTS:

1. Have student prepare a first aid kit for home use. Provide a place for it to be kept along with the ready reference for first aid and emergency use developed at school.

WORKSHEET

Symptoms and Treatment of Various Injuries

Injury	Symptoms	Treatment
Asphyxiation	Lips, ear lobes, blue; breathing stopped; unconscious	Move to fresh air, give artificial respiration.
Bleeding (from Arteries)	Spurting bright red blood from wound	Cover with pressure bandage. Apply hand pressure to nearest pressure point. Use tourniquet only when other methods fail. Once applied, tourniquet should not be released except by physician or nurse.
Bleeding (from Veins)	Steady flow; dark red blood	Apply sterile compress firmly over wound to aid clotting.
Bleeding (Internal)	Pale face; faintness; thirst; sighing; weak, rapid pulse	Lay with head low; apply cold packs to point you think bleeding.
Burns	Redness; pain; blisters; charred or cooked tissue	Exclude air by applying burn ointment or covering with a dry bandage.
Burns (Chemical)	Redness; pain	Wash thoroughly with 8 to 32 ounces of "Neutralize", or irrigate with clean water for 10 to 15 minutes.
Drowning	Unconscious; not breathing	Remove water; cleanse mouth; tongue forward. Loosen clothing. Give artificial respiration.
Electric Shock	Unconscious; breathing stopped; burns at contact points	Insulate self or kill power and rescue victim. Give artificial respiration. Dress burns.
Fainting	Unconscious; face pale; cold sweat; pulse weak and rapid	Lay with head low; keep warm; loosen clothing; give inhalant.
Fractures (Simple)	Pain; swelling; deformity	Support above and below fracture; apply well-padded splints. Do not try to reset bones
Fractures (Compound)	Open wound; possibly bone protruding; bleeding	Apply compress to wound; apply padded splints to deformity. Do not try to reset bones.
Fractures (Skull)	Possible bleeding from eyes, nose, and mouth; serum from ears in basal fracture	Raise head; dress wound, no stimu lants; keep warm and quiet
Frostbite	Affected part is white; no sensation	Thaw with lukewarm (not hot) water or by gently wrapping in a warm blanket or clothes. Make patient warm as possible. If conscious, give warm drink.
Sunstroke	Unconscious, face flushed; skin hot and dry; breathing labored; pulse rapid	Raise head; reduce body temperature with cold packs; no stimulants.

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: SET UP A SCHOOL OR CLASSROOM STORE USING BASIC MARKETING PRINCIPLES

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will plan the items that may be sold in a school or classroom store.	
1. Teacher shall assist student in setting up a school or classroom store. If the establishing of an actual store is not possible, then a fictional one may be established.	
2. Student will become familiar with the basic principles of marketing while setting up the store. The following activities are ideas to help establish and run the store.	
3. Explain the concept of merchandising--determining what people need and then getting the appropriate materials. Explain that this includes setting fair prices, earning a profit and keeping the store stocked.	
4. Have student talk with (or be lectured to) by persons in the school who are responsible for buying items that help the school function.	
5. Bring in an outside buyer from a local store to explain how the determination is made on what is going to be stocked in a store.	
6. Have student take a section of the school and determine what items are needed to keep that section running smoothly. For example, the supplies for the restrooms, cleaning the halls and classrooms, running the offices, etc. Student should then talk with the person responsible for running that area to see how well he/she did in listing and identifying stock.	
7. Have student identify the items that students need to function in school.	
8. Have student draw up a needs assessment type of checklist and interview other students to determine what types of materials they need to operate in school, what they run out of most in school, and what they would like to be able to have easy access to during school hours.	
9. Have student draw up a list of items to sell in the store based on the information from the needs assessment.	
TASK B: Student will identify and develop appropriate advertising for items in the school or classroom store.	
1. Teacher needs to explain the basic concept behind advertising--in order for people to know about a product or service or to have someone come into a store to purchase something, customers have to know about the item or store. Ask student if he/she knows what this is called.	
2. Define advertising: "Any paid form of 'nonpersonal' presentation and promotion of idea, goods or service identified by a sponsor." The concept of nonpersonal means that the person who is advertising does not have personal contact with the person who will be doing the buying during the advertising presentation.	

ACTIVITY	MATERIALS/RESOURCES
TASK B: CONTINUED	
3. Ask student to list the places where this type of advertising can be seen (TV, magazines, newspapers, radio). Explain that these are media types of advertising.	
4. Provide magazines and newspapers. Have student cut out a variety of advertisements for one type of product such as soap, clothing or food.	Magazines, newspapers
5. Discuss the concepts that all the advertisements have in common.	Magazine and newspaper advertisements
6. Discuss which advertisements the student likes best and why those advertisements persuade him/her to think about buying the product.	Magazine and newspaper advertisements
7. Select an item that might be sold in the school or classroom store. With the student's help develop an advertisement on the board. List responses to the following: a. What does the student like about the item? b. How does it look? c. Who could use it? d. Why should someone have it? e. How could/should it be used?	
8. Have student work with others to develop an advertisement that could appear in a newspaper and over the radio.	
9. Have student work with others to develop an advertisement for another item that would be sold in the school or classroom store using the same procedures used to develop the previous advertisement.	
TASK C: Student will identify and develop appropriate displays for an item(s) to be sold in the school or classroom store.	
1. Discuss and brainstorm with student other ways or methods that retailers use to attract people to their product. The list should include the following: window displays, free samples, mailing pieces, trading stamps.	
2. Explain to student that all the things mentioned fall into either the concepts of displays or sales promotions. Write the two terms on the board and list the appropriate example under each.	
3. Add to the list and discuss the differences between the two concepts.	
4. During the discussion on displays show pictures that demonstrate the different types of displays found in stores. They include: exterior displays, window displays (open, closed, single, corner, island), interior displays (counter, shelves, ledges, walls, hangers), and interior locations (entrances, exits, ends of aisles and points of purchase).	
5. Have student go to a hardware store, K-Mart or a drug store and identify the types of displays seen. Provide student with a checklist. If this is not possible, provide a variety of magazine advertisements or other pictures that demonstrate the variety of display techniques and have student sort them accordingly.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
6. Have student work with others to develop displays to promote one type of item or a single item which will be sold in the school or classroom store.	
TASK D: Student will identify and develop appropriate promotional activities for items in the school or classroom store.	
1. Review the concept of promotional sales with student. In the way of review ask if the student has ever received something in the mail that could be taken to a store to get a refund or money off an item. Remind them of the promotion on TV for Pizza Hut where one could write something on a piece of paper and get a good deal on the next pizza purchase. Ask student how many free samples he/she can recall receiving in the mail. If he/she used them and liked them, what would he/she likely do the next time he/she went to the store? Explain that these are all sales promotions. The main thing to remember about sales promotions is that they usually offer something specific that the customer can get his/her hands on.	
2. Brainstorm additional types of promotional activities that stores participate in. The list should include: direct mail, premiums, trading stamps, coupons, contests, samples, exhibits, and gifts.	
3. Go over each of the concepts on the promotional list and give concrete examples of each type.	
4. Have student go through newspapers and magazines to see how many promotional types of advertising can be found. Have student also collect the "junk mail" received at home for 3-4 days and bring it in to see what types of promotions are being offered. The teacher should also collect as many as possible and solicit help from the school office staff and other teachers.	
5. Have student work with others to sort what they have brought in into the various types of sales promotions concepts.	
6. Discuss which of the promotions the student finds most appealing. Take a poll to determine which type of promotion appeals to the majority of class. Hopefully there will be a variety of promotions that appeal so the student will understand why so many different approaches are used--different approaches appeal to different people.	
7. Have student work with others to develop several promotional ideas for selling items that will be in the school or classroom store or to promote general business for the store.	
TASK E: Student will identify appropriate basic selling procedures.	
1. Discuss with student things that turn people off when they go into a store to make a purchase. List concerns on board.	
2. Discuss with student the importance of selling to a business. Salespeople are the ones who come into direct contact with the buyer. They keep the goods moving. They make work and provide jobs for the non-selling employees such as the office workers, the stock persons, the delivery people, etc.	

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
3. Discuss how the student feels a salesperson should act to ensure the customer is happy and will keep coming back to a store.	
4. Have student go to a store to observe how different salespeople act and how they approach the customers. Have student identify what he/she did and did not like about how the salespeople performed.	
5. With the student, develop a list of questions one might ask a person who was thinking about buying an item for his/her home. Also develop a list of questions one might ask a student thinking about buying something from the school or classroom store.	
6. Role play selling situations that are positive and negative. Have the students watching the role play watch for specific questions and actions on the part of the salesperson.	
TASK F: Student will participate in opening a school or classroom store.	
1. Using needs assessment, have student draw up a list of products to sell in the school or classroom store.	
2. Have student develop a price list to earn reasonable profits.	
3. Have student develop advertisements.	
4. Have student work with others to set up the store routine.	
5. Have student work with others in setting up and running the store for one month, if possible.	

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY WITH EMPLOYERS, CO-WORKERS AND THE PUBLIC

TASK ANALYSIS STEPS: A-H

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify basic elements of good business communication.	
1. Teacher activity: Teacher defines good business communication as "the art of sending or receiving business messages that are understood." Teacher explains that ideas are sent in a variety of ways. Examples: Speaking: "Peter, please close the door." Writing: A postcard telling you about your friend's vacation, a work order form telling the carpenter what to do, a menu telling the customer what food is available, a "No Smoking" sign, an ad in the newspaper. Non-verbal: Teacher asks class to tell what he/she is trying to communicate: Teacher motions for a student to stand up; teacher uses facial expression and body language to show anger; teacher points out that students are sending non-verbal messages right now. "John looks bored," "Susan looks tired," etc. Student activity: Divide students into pairs. Have students try as many different ways as possible to send the same message.	
2. Teacher activity: Teacher points out that we receive messages in a variety of ways. We hear spoken messages, read written messages, and observe non-verbal (body language) messages. Have students explain how they received the messages sent to them in the previous activity. Student activity: Ask students to identify the senders and receivers in the messages on Worksheet A2, "Identifying Message Senders and Receivers."	Worksheet A2
3. Teacher points out that it is not enough to send and receive messages. Messages must also be understood. Teacher gives example of not understanding by saying something to the class in a foreign language (or gibberish). Was the message sent? (yes) Received? (yes) Understood? (no) Communication that is not understood is not effective. Have a discussion with students about why messages are frequently sent and received, but not understood (i.e. differences in meanings of words, unfamiliar slang, incomplete information, assuming someone remembers or has experienced something when he/she hasn't.).	
TASK B: Student will state why good communication is necessary on the job.	
1. Teacher has students brainstorm for reasons why communication is important on the job. Teacher asks students to imagine what school would be like if nobody communicated at all. What problems would result? Would the work get done? Also imagine what a restaurant, hospital or department store would be like without communication.	

ACTIVITY	MATERIALS/RESOURCES
TASK B: CONTINUED	
2. Given a written work order or order from customers in a restaurant, students discuss the importance of written communication.	
TASK C: Student will identify and demonstrate appropriate non-verbal communication in a work situation.	
1. Teacher points out that we are always communicating. Even when we don't use words, we are saying things non-verbally. Over half of our communicating is usually done without words. Teacher points out that students are non-verbally communicating with him/her now. For example: John looks tired, as he's lying with his head on his desk. Susan looks interested, as she is leaning toward me slightly and has frequent eye contact. Teacher asks students to show an emotion to a partner without using words. Partner guesses the emotion. Teacher asks what made him/her guess that emotion. Teacher points out that we communicate with our: facial expressions eye contact (or lack of it) body posture gestures physical closeness/distance from someone Teacher gives examples of each of these and asks students to guess what he/she's communicating.	
2. Teacher has students do activity sheet on "Communicating Non-verbally." Answers may be different, as there is more than one possible meaning. Teacher points out that one non-verbal behavior may have different meanings. The meaning is not always <u>understood</u> by others. Teacher points out that in most situations our body language is what people respond to and believe. Some psychologists say "Body language does not lie." If the message we say in words is different than what our body language says, people believe the body language. For example: A boy tells the store detective that he did not steal a model plane. All the time he is talking the boy looks down at the floor instead of looking the detective in the eye. Will the detective believe the boy? Why not? In good communication, body language must match the message. Have students role play situations where body language doesn't match. For example: Susan tells her boyfriend John, "I'm so mad at you," but she has a sweet smile on her face. Will John believe that she is mad?	Worksheet C2
3. Role play and discuss problems/constructive criticism with the boss at work.	
TASK D: Student will be able to demonstrate good listening behaviors.	
1. Teacher defines elements of good listening and discusses why they are important. Elements of good listening are:	

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
maintain eye contact don't interrupt acknowledge message by responding to speaker verbally or non-verbally have appropriate posture and manners (don't yawn, burp, slouch) maintain appropriate physical distance from speaker observe speaker's non-verbal communication Have students use checklist to rate partner's listening behavior during class. 2. Discuss with students the importance of checking their listening. Role play situations such as taking a customers order and what to do if you are not sure you got it right. (Repeat order and ask if it is correct or ask the customer to repeat.)	
TASK E: Student will demonstrate good speaking behavior.	
1. Teacher defines elements of good speaking behavior and gives examples: eye contact clear speech appropriate tone of voice for the situation appropriate volume appropriate physical distance verbal and non-verbal messages match good posture Have students use checklist to evaluate teacher's speaking behaviors. Have students each stand up and tell where they work and what their job duties are (or tell their three favorite hobbies, etc.). Other students rate them on speaking using the checklist.	Worksheet D1
TASK F: Student will realize that there are different levels of communication on the job.	
1. Teacher writes on the board the different levels of communication on the job. boss — customer (patient, student) employee — employee Teacher has students identify the different levels in different work situations. Work Place / Employee / Supervisor / Customer school / teacher / principal / students hospital / nurse's aid / _____ / _____ gas station / attendant / _____ / _____ department store / sales clerk / _____ / _____ restaurant / waiter/waitress / _____ / _____	

ACTIVITY	MATERIALS/RESOURCES
TASK G: Student will realize that different levels of communication, and different work situations, have different rules and formalities. Students will realize that they need to listen and observe in order to figure out what is appropriate communication on a particular job.	
1. Teacher points out that different work places have different ways of addressing the supervisor, customers and co-workers. Teacher asks students how they think one should probably address each of these in the following work places: Work Place — Co-workers — Supervisor — Customer hospital school gas station department store restaurant Under the heading of co-worker in a hospital the student may answer that they would address a fellow nurse's aide by their first name. A supervisor should be addressed by titles such as Mr., Mrs., Dr., etc. Customers (or patients) should be addressed as instructed by the supervisor.	
2. Also, if students have jobs, have them discuss how they address co-workers, supervisors, and customers. Discuss the differences. Reinforce the idea that one needs to listen and observe to figure out what is correct.	
3. Read the following situations to the students. Tell them that they are to imagine that they are a new employee that has just arrived for the first day on the job. Ask them to determine what to call the supervisor or customer in each situation. a. You have been hired as a dietary aide delivering meals to patients. When you get to work, a co-worker says: "Our supervisor, Mrs. Jones, said for you to come to her office." What should you call the supervisor? b. You have been hired as a service station attendant at a gas station. When you get to work you ask where to find the manager. Another employee says, "You can find Joe Brown in his office behind the shop." What should you call your supervisor? c. You have been hired at a nice dress shop to keep track of the clothing customers try on in the dressing rooms. The sales clerk, Mary Gray, is older than your mother. What should you call her? d. You are a receptionist at a dentist's office. An elderly gentleman, Peter Jones, is waiting to see the dentist. On his chart he is always referred to as Mr. Jones. You go to tell him it is his turn to see the dentist. How do you address him? e. You are hired as a brick layer on a large construction job. When you get there, you ask another worker for the boss. He says, "Jack is over in that trailer." You walk into the trailer and ask to see him. The secretary says, "Have a seat. Mr. Smith will be out in a moment." What should you call the boss?	

ACTIVITY	MATERIALS/RESOURCES
TASK H: Student will role play effective communication with customers, co-workers, and supervisors.	
1. Discuss some "do's" and "don'ts" in getting along with customers, co-workers, and supervisors. Write the do's and don'ts on the board. Let students role play the following situations wrong, then write a script on how to do it right. Videotape them in both situations.	
<u>Communicating with Customers</u>	
DO / **DON'T**	
Greet customer with a friendly smile. Look friendly and alive. / Be rude.	
Be polite and courteous.	
Try and help customer get what he/she needs. / Ignore the customer	
Use good English. / Use slang or swear words. Say "yes", not "yeah".	
Thank the customer. Say goodbye.	
Do customer role plays. Use speaking and listening evaluations sheet as well as the above criteria to evaluate role plays.	Worksheet H1a
<u>Communicating with Co-Workers</u>	
DO / **DON'T**	
Be friendly. Greet co-workers with a smile. / Put others down.	
Call co-workers by name. / Gossip.	
Accept criticism. Use it to improve your job performance. / Be bossy.	
Help co-workers. / Blame others for your mistakes.	
Ask for help when you need it.	
Do role plays on communicating with co-workers. To evaluate, have students use speaking/listening worksheet, and the do's and don'ts on the board.	Worksheet H1b
<u>Communicating Effectively with the Supervisors</u>	
DO / **DON'T**	
Greetsupervisor politely. Address supervisor correctly. / Call supervisor by first name unless he/she has instructed you to or other employees do.	
Accept orders graciously. Be sure you understand instructions correctly. Ask questions if needed.	

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
DO / DON'T Do the job asked as soon as possible. / Procrastinate (put off doing it). Accept suggestions and criticisms graciously. / Sulk, be sarcastic, or blame others for your mistakes. Discuss why employees need to communicate effectively with supervisors: supervisors have the power to hire and fire employees need to communicate with supervisors in order to know what needs to be done and how Do the role plays on getting along with supervisors. Have students evaluate role plays using the speaking/listening sheet and the do's and don'ts from above.	Worksheet H1c

Worksheet A2

Identifying Message Senders and Receivers

In effective business communication there is always a sender, a receiver, and a message that is understood. Read the examples below and identify the sender and the receiver.

Example: The boss shakes hands with a new employee, John, and says, "Welcome, John. I hope you will enjoy your work here."

Sender: Boss Receiver: John

1. A customer drives into the gas station and says to the attendant, "Fill it up with unleaded gas, please."

   Sender: _____ Receiver: _____

2. The service station attendant says to the customer, "That will be $10.83, ma'am."

   Sender: _____ Receiver: _____

3. There is a sign on the restaurant door that says, "No shirt, no shoes, no service. The Management."

   Sender: _____ Receiver: _____

4. Cindy is a nurse's aide at a nursing home for elderly people. She brings Mrs. Jones her dinner. When Cindy tries to feed Mrs. Jones a fork full of liver, Mrs. Jones shuts her mouth and refuses to open it.

   Sender: _____ Receiver: _____

5. A customer at a restaurant reads a menu to see what the daily special is.

   Sender: _____ Receiver: _____

6. Mr. Smith calls the florist and asks that a dozen roses be sent to his wife.

   Sender: _____ Receiver: _____

7. A carpenter reads a work order from the maintenance supervisor telling him to repair a stairway.

   Sender: _____ Receiver: _____

8. Golde's department store sends postcards to customers telling them about a dress sale.

   Sender: _____ Receiver: _____

Worksheet C2

Communicating Non-Verbally at Work

1. You work in a restaurant. You are training a new worker to clean the milk machine. As you explain things, you notice that the new worker is frowning. The frown probably means that _____.

2. John is waiting to be interviewed for a job. He keeps fidgeting with the pencil and drumming his fingers on the arm of his chair. John is probably _____.

3. Your boss tells you that you are getting a promotion and raise in your pay. Your boss then shakes your hand. The handshake says that your boss _____.

4. A co-worker asks you to work a Saturday night shift for him/her. You have worked this shift for him/her three times already. When you asked him/her to work for you last week, he/she said no. When he/she asks you to work for him/her next Saturday night, you just turn and walk away. You are letting him/her know that _____.

5. Your boss is frowning and shaking a finger at a young person that is walking out of the store. These gestures show that your boss is probably _____.

6. You walk into the office and smile and nod your head at each of your co-workers as you pass their desk. You are showing your co-workers _____.

7. You notice that your lunch has been taken again. You walk up to the co-worker who you think took it. You stand toe to toe, glaring at him/her. Your posture is stiff and tense. You are _____.

8. Jane is a new sales clerk in the jewelry department. When a customer asks her where something is. Jane points to it, but never looks the customer in the eye. Jane is probably _____.

Worksheet D1

Speaking and Listening
Evaluation Worksheet

Mark an "S" for satisfactory or an "I" for needs improvement.

SPEAKING _____

Maintained good eye contact _____

Spoke clearly _____

Used appropriate tone of voice _____

Used appropriate volume _____

Stood at appropriate physical distance _____

Verbal and non-verbal messages matched _____

Had good posture _____

LISTENING _____

Maintained good eye contact _____

Did not interrupt _____

Paid attention _____

Responded verbally or non-verbally _____

Maintained appropriate physical
distance from speaker _____

Worksheet H1a

ROLE PLAYS

To use role plays, teacher asks (or appoints) students to volunteer for the employee and other roles. Teacher then gives the role play slips to each student. Other students rate role players, using the speaking/listening evaluation (worksheet B1) and the criteria written on the board.

Communicating with Customers Role Plays

Employee: Cashier at a grocery store. You are checking out a customer's groceries. The total bill is $56.98.	Customer: You open your checkbook to write a check to pay for your groceries. You discover you are all out of checks. You only have $3.98 in cash.
Employee: Waiter/Waitress in a restaurant. You take a man's order. You forgot to ask him how he wants his steak done and what kind of dressing he wants on his salad.	Customer: You are in a hurry. Act impatient with the waiter/waitress.
Employee: Salesclerk in a jewelry shop. Several young kids come in to look at watches and jewelry.	Customers: (need two or three) You are kids who want to try to shoplift a watch. Two of you try to distract the salesclerk while the third person takes the watch.
Employee: Waiter/Waitress. You serve soup to a customer.	Customer: When you taste your soup it is cold. You want the waiter/waitress to bring your soup hot.
Employee: Nurse's aide in a hospital.	Patient: Your back really hurts from sitting in the same position. You call the nurse's aide and ask him/her to adjust your pillows.
Employee: Stock clerk at a grocery store.	Customer: You want to buy some bagels, but you can't find them. You ask the clerk for assistance.

Communicating with Customers Role Plays

Employee: Food service short order cook	Customer: You ordered your eggs sunny side up and soft, but the waiter/waitress brought them to you hard. You can't find your waiter/ waitress, so you take your eggs to the cook's counter and demand to have some eggs cooked the way you asked.
Employee: Auto mechanic	Customer: You just had your radiator fixed at the cost of $120 two days ago. Now your radiator is overheating again. You are angry because you think the mechanics did not fix it correctly. You take it back to the repair shop and ask to see the mechanic that fixed it.
Employee: Nurse's aide in a hospital	Patient: You are being operated on tomorrow. You are feeling lonely and scared. You call the nurse's aide and ask for a drink of water, but what you really want is to talk. You are afraid you might die tomorrow during the operation.
Employee: Clerk in a shoe store	Customer: You want to buy a pair of good tennis shoes to go out for track, but you are not sure what kind to buy.

Worksheet H1b

Communicating with Co-workers Role Plays

Employee #1
You are a bookkeeper at a bank. Thank the bank teller you work with for giving you the information you needed to solve some bookkeeping problems.

Employee #2
You are a teller in a bank. Respond to what Employee #1, a bookkeeper, tells you.

Employee #1
You are a salesclerk in a shoe store. Another salesclerk spends a lot of time talking to you about his/her personal problems. This interferes with your waiting on customers. You decide to ask him/her not to talk to you about these problems while you are working.

Employee #2
You are a salesclerk in a shoe store. Respond to what Employee #1, another salesclerk, says.

Employee #1
You are a cook in a restaurant. You have a really hard time reading one of the waiter/waitresses' orders. You ask him/her to write more plainly.

Employee #2
You are a waiter/waitress in a restaurant. Respond to what Employee #1, a cook, says to you.

Employee #1
You are a stock clerk in a grocery store. A large order of canned vegetables came in. The boss asked you and another employee to hurry and set up a display before the store opens. The other employee is working very slowly and talking about the ballgame he/she went to last week. You want him/her to speed up.

Employee #2
You are a stock clerk in a grocery store. You are helping another employee set up a display of vegetables. You are talking about a ballgame you went to last week.

Communicating with Co-workers Role Plays

Employee #1 You are a plumber putting a sink into a new house. You need help to lift the sink into a cabinet.	Employee #2 You are a construction worker building a new house. Respond to the plumber's request.
Employee #1 You work on an assembly line in a factory. You are new on the job. You cannot figure out how to get one of the machines that punches holes in metal to work.	Employee #2 You are an experienced employee on an assembly line in a factory. Respond to Employee #1.
Employee #1 You work in an office. At break time you are having coffee with other employees who are discussing the new supervisor. What do you do?	Employees #2, 3, and 4 You all work in an office. You just got a new supervisor. You are trading gossip about her.
Employee #1 You work at a store. You and another employee are responsible for getting the store ready to open up. The other employee always arrives late which leaves all the work to you. Talk to him/her about it.	Employee #2 You work at a store. You are supposed to arrive early to get the store ready to open. You are always late.

Worksheet H1c

Communicating with Supervisors Role Plays

Employee: You work in a paint store. You have just finished unpacking a large order of paint and stacking the cans in a display.	Supervisor: You tell the employee that the large order of paint he/she has just unloaded and stacked is in the wrong place. Tell him/her that he/she will need to move them.
Employee: You are a sacker in a grocery store. You just finished sacking 10 bags of groceries for a very pushy customer.	Supervisor: A customer comes and complains that his/her grocery bags broke because the sacker did not double bag them as he/she requested. You talk to the sacker about this.
Employee: You work in a cafeteria where you need to time in and out on a time clock. You often forget to clock out.	Supervisor: An employee you supervise at the cafeteria frequently forgets to clock out. Talk to the employee about this.
Employee: You like to talk on the phone a lot to your friends and family. Sometimes you do this during working hours.	Supervisor: You need to tell the employee not to talk on the phone except during break times. He/she has been making too many personal phone calls during working hours.
Employee: Your supervisor has been asking you for two days to file some work orders which you keep putting off doing.	Supervisor: You have been asking the employee to file some work orders for two days. This employee frequently puts off doing jobs he/she does not like. Talk to the employee about this.

Communicating with Supervisors Role Plays

Employee: You work in a dress shop. Your supervisor has told you to thank customers and tell them you hope they will shop here again. You ring up a sale and tell the customer thanks.

Supervisor: You have instructed salesclerks in you dress shop to ring up a sale, thank customers, and ask them to come again. This salesclerk rings up a sale and only says thanks.

Employee: You are an orderly/nurse's aide in a hospital. White shoes are part of your uniform. You wear them but never polish them.

Supervisor: This orderly/nurse's aide never polishes his/her white shoes which are part of the uniform. Also you notice that he/she seldom smiles at patients or makes small talk with them. Talk to him/her about this.

Employee: You are a waiter/waitress in a busy restaurant. Your boss is telling you to clean the milk machine, but you have lots of customers still waiting to order. You do not have time to clean the machine.

Supervisor: Ask the waiter/waitress to clean the milk machine <u>now</u>.

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: DEMONSTRATE ACCEPTABLE SOCIAL BEHAVIORS

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will demonstrate positive attitude through pleasant, cheerful demeanor.	
1. Discuss the characteristics of a positive attitude and why it is important to demonstrate a positive attitude in different settings (i.e. home, school, work).	
2. Make a collection of short jokes and puns acceptable in mixed company.	Joke books
3. Tell funny stories about things that happened in school or family. Encourage child to share his jokes with you.	
4. Pass around comic strips and funny pictures. Have students share <u>why</u> they think the items make them laugh.	Funny pictures and comic strips
5. Teacher should react with negative statements and grouchy, hateful expression for 5 minutes, then explain what he/she was doing and ask for class discussion about how students felt about him/her when he/she was grouchy.	
6. Role play scenes in which students first say negative things and look grouchy -- then have the same people role play the scene with positive statements and pleasant expressions. Example: Someone bumping another student in the hall.	
7. Have students look in the mirror and practice pleasant expressions and smiling.	Mirror
8. Model a positive attitude as teacher. <u>Smile</u>.	
TASK B: Student will cooperate with others and be reasonably trusting and trustworthy.	
1. Require that assignments be done in groups with full participation of all several times a month.	
2. Assign two students to spend an hour as a team. One must pretend to be totally helpless -- cannot eat, talk, work, or play without the other suggesting and assisting him/her, then switch roles the next day. Make sure students are <u>totally</u> dependent on the other person.	
3. Expect cooperation in the class and reinforce it.	
4. Develop class rules together and enforce them. Limit the number to a reasonably small list.	Class rules List of school district rules and regulations
5. Do not gossip in class, and do not allow gossip. Label gossip and exaggerations, if they occur and discuss harm in such talk.	
TASK C: The student has a good self-concept.	
1. Have each student list four things that he likes about himself/herself.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
2. Have each student say something good about one other student in the group. (Make sure each student is praised by someone then have that student reciprocate).	
3. Have each student describe himself to the class -- physical characteristics and interests.	
4. Have students make a list of similarities and differences between males and females. Have class discussion about sexual stereotypes. View "Masculinity" filmstrip.	
5. Role play giving and receiving compliments and praise. Discuss how praise makes you feel. Fill out "Who Am I" worksheets.	Worksheet C5 Worksheet C5a
6. Role play appropriate ways to react to criticism. Discuss how criticism makes you feel. Discuss ways to cope with negative feelings caused by being criticized.	You
TASK D: Student will demonstrate control of emotions by stating problems reasonably and controlling frustration.	
1. Watch filmstrips on human behavior. List ways to react to anger and stress on board as class brainstorms ideas.	
2. Evaluate positive ways to cope from list. Eliminate negative ways to cope from list.	
3. Role play responses to problems at work and school. Role play stating the problem; asking for help; and reacting to constructive criticism.	
4. Encourage student to compete with his own record. Reinforce good sportsmanship verbally.	
5. Encourage students to ask for help if they do not understand instructions or assignments.	
6. Make a "Dear Authority" box where students ask question about their problems, and they brainstorm possible solutions.	mailbox for letters You
TASK E: Student will keep a proper social distance.	
1. Demonstrate different acceptable distances depending on the relationship. For example, strangers, dates, friend, acquaintance.	
2. Have each student list as many roles he has as possible. Example: Student, son, cousin, friend, boyfriend, teacher's pet, group leader, etc.	
3. Assign half the class to observe other half for reactions to having body space invaded. Do not inform observed students about the activity. Have students list the names of students being observed and write down approximate distance someone approached before subject started to withdraw. Inform the students of the results and discuss.	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will demonstrate acceptable conversational skills.	
1. Have students list annoying conversational habits on board (looking down, putting hand over mouth, shouting across room, interrupting conversations, etc.).	
2. Have student practice changing tone of voice, loudness, and speed of speech for different situations.	"Help Them Grow!"
3. Develop a list of rules to use as a guideline for conversational etiquette. Have class add and delete items until they are satisfied with it. Reproduce list and give one copy to each student.	
4. Practice interviewing by role playing the interviewer and then the person being interviewed.	
5. Provide some time in class for student to socialize, if possible.	
TASK G: Student will use good manners.	
1. Teacher demonstrates a sequence of inappropriate behaviors. Students watch closely, and identify as many mistakes as possible. Have students fill out checklist for habits to avoid.	Worksheet G1
2. Pick two or three students to demonstrate how the teacher <u>should</u> have behaved in each case.	
3. Serve a luncheon in the classroom. Have student prepare the table setting, greet visitors, eat, discuss pleasant things, thank the host, and say goodbye to visitors.	China, silverware, napkins, food, tables, chairs, etc.
4. Role play different situations in which students must ask for help or information. Generalize to classroom, home, etc. It must be a <u>habit</u>.	

Worksheet C5

WHO AM I? DO I TRY TO UNDERSTAND PROBLEMS OF OTHERS?*

Have you ever sat and thought about yourself? You probably have. Do you like yourself? Are you happy with how you act? Who your friends are? How you get along with others?

This is a personal survey to see how honest you can be with yourself. It is a survey to find out how well you understand the problems of special education students. You do not have to show this to others, though sharing it with your teacher or classmates may help others think.

1. The best thing about me is the fact that I am _____

   _____.

2. If I could change myself, the most important thing to do over would be

   my _____.

3. The thing that I know about special education students in this school

   is that they are _____.

Answer the following with a T for true and an F for false. Remember that these questions are to be answered on the basis of your personal opinion.

4. I like myself. _____
5. I am a pretty popular student in this school. _____
6. I need more friends. _____
7. At times, I have been picked on by my friends or some other group of kids. _____
8. Probably no one likes to be picked on a lot. _____
9. I need extra help at times in certain subjects. _____
10. We all have some types of learning problems. _____
11. I know a few special education students. _____
12. I would not be friends with special education kids. _____
13. At times, I have picked on some special education students. _____
14. I might be willing to be nice to special education kids if they were also nice. _____
15. No adult or teacher has ever talked to me about special education.

    _____
16. I would be willing to learn more about why we have special education.

    _____

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Worksheet C5a

WHO AM I? DOES IT MATTER IF I'M IN SPECIAL EDUCATION?*

Have you ever sat and thought about yourself? You probably have. What did you discover? Do you like yourself? Are you happy with how you act? Who your friends are? How others treat you?

This is a personal survey. No one will see it unless you give them permission. Maybe sharing it with your teacher or a friend would help you think about some things.

1. The best thing about me is the fact that I am _____

   _____.

2. If I could change myself, the most important thing to do over would be

   my _____.

3. I think that being in special education is _____

   _____.

Answer the following questions with a T for true and an F for false. Remember that all of these questions are to be answered on the basis of your personal opinion.

4. I am a popular student in this school. _____
5. I need more friends. _____
6. I would rather be alone. _____
7. I am kind of afraid to talk with other people. _____
8. People laugh at me. _____
9. Other people don't understand me. _____
10. I try to be friends with anyone who seems nice to me. _____
11. I like talking with other people. _____
12. Lots of people aren't too nice to me because I am in special education. _____
13. Nobody treats me differently just because I am in special education. _____
14. People sometimes call me "dumb". _____
15. Deep inside I think that I am pretty smart. _____
16. I wish I weren't in special education. _____
17. I think special education is good for me. _____

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Worksheet G1

CHECKLIST FOR HABITS TO AVOID

How Often Do You _____	Never	Sometimes	Often
1. Chew gum or eat sloppily.			
2. Smoke thoughtlessly.			
3. Bite your nails.			
4. Adjust underwear, i.e. bra straps, hose, etc.			
5. Cough or clear throat.			
6. Shout or laugh loudly.			
7. Sit with feet apart or lean over revealingly (for girls).			
8. Swear.			
9. Interrupt others.			
10. Shout across the room.			
11. Express strong opinions.			
12. Exaggerate.			
13. Walk in front of others.			
14. Criticize or belittle others.			
15. Talk about people behind their back.			
16. Pull up socks or slacks frequently.			
17. Pick at pimples or scratch head.			
18. Toss your head or brush hair back.			
19. Get ahead of others in line.			
20. Shake hands limply.			

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIORS

TASK ANALYSIS STEPS: A-C

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will take and follow through with authoritative instruction.	
1. The teacher may lead the class in a discussion of why and when we all must follow authoritative instruction. The teacher would want to define the words "authoritative" and "instruction". Ask the children to come up with specific instances when they have had to follow authoritative instruction - such as at home (doing chores), at school (completing work, coming to class on time), in the community (riding your bike or driving a car in the direction of the arrow on a one-way street). Discuss why these instances and others the children might bring up are so important.	Group of students
2. A guest speaker (leader in the community, policeman, judge, juvenile officer, etc.) might speak to the students on what kind of instruction he must take and how that affects him, his job, and each of us. He might also speak on the subject of why we must learn to follow authoritative instruction throughout our life and not just when we choose to do so.	Guest speaker
TASK A.1.: Student will demonstrate a positive and negative approach to assigned tasks and label each.	
1. The teacher might introduce the terms "positive" and "negative" to the students as: "cooperative" and "not cooperative" (or whatever fits the circumstances for introducing this task). Ask the students to think of times when someone acted in a "positive" manner toward them in the past few days. (Remind students of times when their parents or teachers praised them for work well done, a time when someone was courteous to them, etc.). Allow 3-4 students to give quick stories of these happenings and then ask the same about "negative" attitudes toward them recently. (Students will probably need less reminding as these tend to stick in our minds longer.) Find out if students know why these attitudes occurred. Was it something the student said or did that triggered the other person to react that way? Was the other person extremely happy or extremely upset at that time?	
2. Allow the students to select a situation from the can in "A Can of Squirms." This can contains situations in which students get to role play various situations which might happen to them in daily life. Inform the students that you want one to take the "positive" approach to the problem and the other to take the "negative" approach. Encourage students to stand up, have eye contact, and try to come to some solution or conclusion within a 3-5 minute time frame.	A Can of Squirms
3. Give the student a sample worksheet with various situations and have the student write in the "positive" and "negative" approach to each situation - labeling which would be "positive" and which would be "negative".	Worksheet A.1.3

ACTIVITY	MATERIALS/RESOURCES
TASK A.2.: Student will listen to people he/she admires or respects and recognize why.	
1. Teacher can lead the discussion in the area of "respect" and "admiration". Ask the students if there is anyone they respect or admire and why. To start things off, the teacher might give an example ("For instance . . . when I was small I remember thinking that my Mom was the nicest person in the whole world. I admired her a lot.") Let each student give an example of someone he/she admires or has admired in the past. If they no longer admire that person have them think about why they no longer admire that person.	
2. Ask students to keep a record of the times they gave someone respect, who it was, and why they gave that person respect. Did they admire him/her before that particular instance. Have them keep this record for 2 days and then discuss the results. Then ask the students to triple the number of persons and events listed over the next 5 days. After the students have kept a weekly record of the times they showed respect to someone, have them share with the class the one that meant the most to them. You might even have the students share the event with just one friend and have those two students role play the situation for the rest of the group. Video tape the role plays for others to view and to review at a later time if possible.	Record book (spiral) Video tape Video camera
TASK A.3.: Student will take an assigned task and follow through for at least 20 minutes before receiving a reward (praise, etc.)	
1. The teacher introduces the next area to be covered and informs the students that they will be assigned a task and will be expected to follow through with the task without interruption for at least 20 minutes. (Some, of course, will be able to complete the full class period - others will not). Teacher must stress neatness and accuracy in the task. Then give the students a choice of tasks to be completed. (Students must work alone at these tasks, and it might be useful to have the student sign up for the task he/she wishes to do.) Tasks might include things like: designing a bulletin board, drawing a picture describing someone he/she admires, sorting out tools for a tool rack and putting each in its place, listing foods in categories (fruits, vegetables, meats, etc.), planning a landscape for a yard, looking up a topic of interest in the encyclopedia and copying it, laying out a pattern in order to cut out a shirt. Once the students have decided on the task (making sure it is something they know how to do with little or no assistance), have them begin the task and time them with a timer. When the timer goes off, be sure to praise the students individually for the amount of time he/she worked, quality of work, being quiet, and/or whatever applies. The teacher must be sure to be <u>honest</u> in the praise he/she gives in order to assist the student to evaluate his/her own work later on.	Depending on tasks selected, may need: tools (hammer, nails, etc.), pattern, pins, material, poster paper, pencil, scissors, encyclopedias, etc.
2. Once the students are able to perform a task alone for 20 minutes, begin to increase the amount of time by 5 minutes, if possible, until the student can work alone for the full period by using this as a follow up to various projects.	

ACTIVITY	MATERIALS/RESOURCES
TASK A.4.: Student will name 3-4 authority figures and tell why they have authority.	
1. The teacher will ask the students what an authority figure is and if they can name some. If they cannot, the teacher could point out that the President, lawyers, judges, firemen, doctors, teachers, and some students are authority figures. When they are placed in a position in which they are in charge and there are some rules that go with that position, then they are expected to make sure those rules are carried out - they are the figure who has the authority to keep things running smoothly. Ask the students to name someone who does not have authority in a situation. Then ask the students to name someone who does have authority in a situation. Then ask the students to tell a time when they are the authority figure (such as being President of a school club, when they are babysitting, etc.).	
2. Design a bulletin board and have each student bring in a picture of a person who they feel is an authority figure including a short paragraph describing why that person is considered an authority figure.	Bulletin board, poster paper, newspapers and magazines, etc.
TASK A.5.: Student will keep a journal for 1-4 weeks in which he/she writes down each time he/she followed authoritative instructions.	
1. The teacher will assign each student a journal to keep on the times in which he/she followed authoritative instruction for 1-4 weeks. Any student who has a question about this could go back to Task A.1. The teacher might also check the journals each day for the first week to make sure there are no questions. The journal might look something like the sample on Worksheet A.5.1. Follow-up: After the journals are complete, ask the students to briefly describe the time that was the most difficult for them to follow instruction and to try to decide why it was so difficult.	Worksheet A.5.1
TASK A.6.: Student will role play methods of following authoritative instruction from a: parent, teacher, doctor, boss, policeman, etc.	
1. This will be a fun day and would easily follow some of the above tasks at any time. Have the students list some of the times they had to follow authoritative instruction (from their journal or just times they recall). They will need to write them down on small pieces of paper. Put all of the pieces of paper in a box and have the students then select one other than the one they put in the box. Then in pairs they are to act out the roles they described on the paper. After the role play, the student who wrote the situation on paper will tell how the role play differed from how it was handled in real life.	Pencils, paper, box
2. Do the task as above, but pantomime the situation - using no words can sometimes be just as much fun and more informative.	

ACTIVITY	MATERIALS/RESOURCES
TASK A.7.: Student will accept criticism and praise in an instructional situation without display of anger or extreme pride.	
1. Teacher would introduce criticism by reading a story to the students in which someone was criticized or possibly disappointed. (Suggest any of the stories from the Coping With Series.)	Coping With Series by American Guidance
2. Ask the student to think of 2 or 3 times in which he/she was criticized and how he/she felt. Discuss this in small groups or pairs as this can be embarrassing. After the students have come up with a couple of situations, ask them to think of reasons why they were criticized. Discuss with the students that criticism can be constructive and destructive. We criticize ourselves sometimes and that can be either one. Ask the student to think of a way to give themselves constructive criticism (for example: "I should spend more time doing my homework and maybe my grades would improve."). Then ask them to think of destructive criticism we give ourselves (for example: "I get lousy grades because I'm a dummy!"). Ask the students to notice the difference.	
3. Have students determine times and places where criticism is necessary (such as on a job when someone is doing something so badly that it might harm someone).	
4. Ask the students to give each other constructive and destructive criticism and see which one they liked the best. Then remind the students to give themselves and each other constructive criticism when necessary.	
TASK A.8.: Student will tell 3-4 possible problems in which people do not listen to authority figures and the outcome of those situations.	
1. The teacher will point out that at times authority figures give orders, other times they must give constructive criticism.	
2. Discuss how listening to the authority figures may be beneficial. Give the students a teacher evaluation form and ask each one to honestly evaluate you and your performance as a teacher. Share with the students your feelings regarding the criticism - being honest to express your disappointment when it is felt, but showing how it still might benefit you and them in the long run.	
TASK A.9.: Student will role play with another student two people cooperating in a work situation.	
1. The teacher will ask someone to define cooperation. Once the word "cooperation" has been defined, the students will tell a situation in which he/she or someone else cooperated, either at home or at school. Choosing pairs, the students will role play cooperating in a work situation. For example: One student wants to write a report on a particular book and another student wants to do the same report. The teacher says only one of them can do the report. What should they do?	

ACTIVITY	MATERIALS/RESOURCES
TASK A.9.: CONTINUED	
2. After all students have role played two people cooperating at home or school, have each pair role play not cooperating in that same situation and tell the results of not cooperating.	
TASK A.10.: Student will share materials when told to do so by an authoritative figure and keep track of the times he/she did so with and without instruction to do so.	
1. Student will be asked to bring in something they would like to share with the class - such as a baby picture, a project they have completed, a trophy they won, a picture they took on a vacation, something they built, etc. After each student has shared his/her object, the teacher could ask why they did so. Students should be able to think of at least two reasons each why they shared these things (because we are proud of them, because we like the people in this class and want to share things, etc.). Then give the students an assignment which has to be completed by the end of the day and tell them they will have to share materials. The assignment might be in math, sewing, potting plants, wiring a small appliance, painting, etc. Discuss how there are not enough materials for each person and what can be done to remedy that situation. (Teacher give more time, work together in groups, work - using time wisely or just for a given period of time, etc.).	Baby pictures Depending on projects assigned: math books, poster paper, pots, plants, soil, wire, appliances, tools, etc.
TASK A.11.: When given a contract, the student will take and follow through with authoritative instruction consistently.	
1. After the above social skills have been accomplished, the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract A.12.1 Contract A.12.1a
TASK B: Student will demonstrate acceptable social behaviors (courtesy, friendliness, good manners, etc.).	
1. The teacher might introduce this unit on friendliness by using the film: "Free to Be...You and Me: Friendship and Cooperation." This movie attempts to look at interpersonal relationships with friends and relatives and to stress the rewards of a good friendly relationship. 2. Teacher can tell the students that "having a friend means you must be a friend." Ask the student what they think that means and what they look for in a good friend. Share the ideas with the group and see how many students feel they are a good friend.	"Free to Be...You & Me"
TASK B.1.: Student will discuss in a group what good manners are and why we need them.	
1. The teacher can lead the class in a discussion on good manners and why we need them. The teacher would want to keep the conversation at a minimum and allow each person to	

ACTIVITY	MATERIALS/RESOURCES
TASK B.1.: CONTINUED	
speak. Some students may have remarks such as: "I won't be nice to someone unless they're nice to me." You might want to write these phrases down and discuss them at the end of the unit to see if the student still feels the same way.	
2. Break the students into pairs and ask them to brainstorm as to why we need manners. Require each group to come up with at least 5 reasons why we need good manners and in what situations they feel they would be most important. Then get back together in a group and see how many people had the same ideas and how many different reasons were found by the group collectively. As the students report them, the teacher might write them on a transparency which is displayed on the overhead projector.	Transparency, overhead projector, marker
TASK B.2.: Student will role play situations in which he/she must use good manners.	
1. In order to stress the need to be kind to others, not only so they will be kind in return, but because it gives us a feeling of respect and concern for each other, the teacher might write down several ideas in which the students would want to use good manners and have them draw the situations from a hat to be role played. Situations might include: seeing an old lady trying to cross a busy street; helping our parents carry in a heavy load of groceries, etc.; when someone asks us a question that is important; when asked directions by a stranger on the street; when behind a crowd of people who are looking at something and you are in a hurry; when someone gives us a gift; etc. As the students role play, allow no one to not show manners. When each scene has ended, ask if anyone would have done if differently.	
2. Ask the students to make up situations in which they think they should use good manners, choose a partner and role play the situation for the rest of the class. Try to keep the role plays to 3-5 minutes in length and have the students not playing the roles determine why that situations was chosen and if they feel it was role played well.	
TASK B.3.: Student will keep track of the times someone uses manners when speaking to him/her in a class situation.	
1. The teacher could give each student a checksheet so that they could write down each time someone used good manners when speaking to them. The checksheet might look something like the one on Worksheet B.3.1 and could be shared with the group on Friday - after a week of keeping track of the times they used good manners. A prize for the one using good manners most often and for the person who recognized its use most often might be nice.	Worksheet B.3.1 2 prizes

ACTIVITY	MATERIALS/RESOURCES
TASK B.4.: Student will keep track of the times he/she was treated in a courteous manner at home for a given period of time.	
1. This particular lesson will work only if the parents are fully aware of what is going on and why. The teacher should let the parents know the stress being placed on friendliness and courtesy in this unit and ask that they assist their child in writing down the times persons were friendly to him/her at home. Suggest to the parents that they review the list on Friday before the child turns it in to the teacher to remind them of other times or review why people were courteous to them in certain situations.	
2. Read each week's chart carefully and ask each student to discuss one of the situations - telling why that person was courteous and how it made the student feel. By focusing on the positive outcome of using good manners, possibly the students will not be reminded of any negative comments made to them. They must, however, remember that everyone has feelings and will not ALWAYS be as courteous as we would like them to be.	
TASK B.5.: Student will discuss in a group reasons why we should feel good about ourselves and our surroundings.	
1. The teacher might ask one student to tell why he should feel good about himself. Students might come up with reasons such as: "Cause we're neat," etc. Stress to students that "You are the only one of you living. You are unique, and unlike anyone else when you feel things - you feel things that affect <u>you</u> in a different way from anyone else." Then have the students list things they like about themselves. Make sure students list 6-10 things. If they cannot, have other students name things they like about that person - such as: He is good at playing baseball, she always says "Hi" to people, etc.	
2. Sometimes we think if we could just get away from ourselves we would feel much better. The teacher might point out to the students that liking our surroundings helps us to like ourselves and others with much less stress and strain. Give each pair of students a map of your town, section off the town on a map, and have each pair of students spend some time listing as many things as they can think of about that area of the town that is positive. Each section will have its unique traits - some of which might just be that it has potential.	Map of your town (some banks &/or real estate agencies have maps of the town that they will give away)
3. Put all of the maps together onto one big map to display the good locations and reasons for liking our surroundings and ourselves.	
TASK B.6.: Student will ask to use others property using "please", "thank you", and so forth.	
1. The teacher could introduce the idea of manners being used in specific situations by showing the students "Good Table Manners" which depicts a 14 year old boy using poor table manners and how that would look in only a few years when he turns 21.	"Good Table Manners"

ACTIVITY	MATERIALS/RESOURCES
TASK B.6.: CONTINUED	
2. Practice with the students using good manners and first have them list all the polite phrases they can think of, such as: please, thank you, you're welcome, may I, etc. Make this a habit in the classroom.	
3. Assign the students to small groups to make posters, mobiles, etc. of good manners and rules that go along with them.	Poster paper, pens, string, etc.
TASK B.7.: Student will use appropriate tone of voice to show courtesy and friendliness.	
1. The teacher might yell to one student, "You are doing a very good job!" and then ask, "What was wrong with what I just did?" Hopefully the students will be able to say that he/she did not need to yell to say that. Point out to the students that the appropriate tone of voice is important in speaking to people and showing courtesy and friendliness. Discuss the double messages we give people when we say, "No, I don't want to go" in a sad voice and, "No, I don't want to go" in an angry voice. Let the students think of some times when they gave one message, but meant another. We all do this, but must be careful not to use it so frequently that people don't trust us or find us unfriendly or discourteous.	
2. Practice the appropriate tone of voice when speaking to someone, whether it's during a job interview or a family dinner.	
3. Give each student a checksheet so they can keep track of the number of times they used the proper voice when speaking to someone in a courteous manner. Checksheets could include columns for appropriate and inappropriate voice quality and could be kept by a peer one day and the student himself the next day.	
TASK B.8.: Student will display good manners in various given situations.	
1. The teacher could introduce using good manners once we know what they are by showing the film "Are Manners Important?" This film has open ended questions to conclude and follow-up regarding courtesy and the use of good manners. It is especially useful with elementary and junior high aged students.	"Are Manners Important?"
2. The teacher might assign a student to take something to the Library and use good manners in doing so. A check could be made after the student has returned as to his/her use of manners. Did he/she thank the Librarian for the use of the material? Did he/she talk quietly in the hallway on the way to the Library? Did he/she put the items returned in the appropriate place, or did he/she simply put them down and expect the Librarian to worry about putting them away? Assign each student with a peer to do a similar task around the school. Have the peer determine if they used appropriate manners or not. If not, the peer should point out after the situation what should have been done.	

ACTIVITY	MATERIALS/RESOURCES
TASK B.8.: CONTINUED	
3. Assign the students a skit to perform (3-5 people) in which good manners are used. Have the other class members evaluate how well the manners were used and then list situations in which these same manners could be used.	
4. The students could be assigned the task of having a party for another class or group and be expected to carry out these manners throughout the party.	
TASK B.9.: Student will compliment others when appropriate without reminders.	
1. The teacher will ask the students to define the word "compliment" and tell a time when they were complimented.	
2. Given a piece of paper and a pencil, each student will write on a piece of paper his/her name and put them in a box. All of the students will then draw one piece of paper from the box and write a compliment on that piece of paper for that student. The students will then place the paper back in the box to be drawn out by various students and read. The students should be required to read the compliments, not to the teacher, as this will give them the practice in saying these sorts of things without giggling.	Paper, pencil, box
3. As a teacher, remember to compliment students when they have done well or when they look nice, or when they use good manners, etc. This reinforces the appropriate use of complimenting others.	
TASK B.10.: Student will ask another student with which he/she is not usually friendly to join him/her for a particular situation or event.	
1. The teacher will stress cooperation and friendliness with each other and will assist another student he does not like very well when assigned to do so.	
2. Given an assignment for a project, records to listen to, or project to plan, two students who do not usually get along will work to complete the project with no arguments for up to a 20 minute time limit.	
3. When told to work in pairs, but with someone other than a close friend, students will ask another student to join him/her for that situation.	
TASK B.11.: When given a contract, the student will demonstrate acceptable social behaviors without assistance consistently.	
1. After the above social skills have been accomplished the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract B.11.1 Contract B.11.1a

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will demonstrate the ability to work with others.	
1. The teacher should point out the need to work with others and to do so using the above social courtesies. Ask the students if they can think of any situations in which they would not have to work with someone else. Most situations require working together, even if it is just getting groceries. We must buy the products at their price and pay for them at that time. We must cooperate.	
2. Ask students to design bulletin board displays with other students which depict people working well together. Require the students to work well together while doing so.	Poster board, paper, paint, string, tape, magazine pictures, etc.
TASK C.1.: Student will list reasons why he/she should work cooperatively with others.	
1. When asked to do so, the students will each list 10 reasons (or more) why they should work cooperatively with others. Some might be: so I can complete what I am starting (a job, a class assignment, etc.), so I don't get hurt, etc.	
TASK C.2.: Student will role play times when it is appropriate to work with others.	
1. The teacher will ask the students for a list of times when they feel they should make an extra effort to work well with others. The teacher could show that list on a transparency and allow students to work together in pairs or small groups to demonstrate times when it is appropriate to work well with others. If students do not list some obvious ones, the teacher would want to add them to the list. Some might include: going for a job interview, at work, in the classroom, on a team, at home, when in an unfamiliar situation or environment, during an emergency situation such as a fire, tornado, etc.	Transparency, overhead projector and transparency pen
TASK C.3.: Student will keep track (chart) of the number of times he/she was asked to work with others and compare the number of times he/she did so for a given period of time.	
1. Give each student a task in which he/she must work with someone other than a best friend. Check the students at 5 minute intervals to see how long they can work together. The task could be a game, cleaning bookcases, watching a film and discussing it, etc. At the end of the period, gather all of the class together to let them know how they performed, even though you hadn't told them what they were doing. This will allow them to honestly view their ability to work well with others.	
2. The teacher might want to assign each student a chart to keep track of the number of times he/she got along with someone versus the number of opportunities he/she had to do so. After a week of doing so allow the students to view their own progress and decide the percentage of time they actually did so. Ask the students to tell about the time they cooperated that was hardest and how they convinced themselves to continue to cooperate in that situation.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.4.: When given a list of situations, the student will be able to identify which situation requires working cooperatively.	
1. List on a piece of paper situations in which students might have to cooperate and ask the student to tell which ones they would cooperate with and why. Then have them list in order the ones they would cooperate with telling which seems most important to them first, and so on. (See Worksheet C.4.1.) Have the students explain why we must cooperate in these situations.	Worksheet C.4.1
TASK C.5.: Student will accept help from others at appropriate times.	
1. Working cooperatively also means accepting help from classmates, bosses, teachers, parents, etc. The teacher might want to point out how everyone does things differently, and if we are unable to do something and someone can help use, we should accept that help. 2. Ask the students to brainstorm about a time someone told them to do something and then insisted they do it in a different manner than the student wanted to. For example: Perhaps the student was going to make a dress and their teacher came by and told them a new way of putting in the hem. At that time, the student became very angry and just threw the dress down. Discuss with the students what they would do in such a situation. Accepting help can sometimes save us time and problems in the long run and we are all capable of learning.	
TASK C.6.: Student will accept criticism from others in a positive manner.	
1. The teacher might ask the students to think of a time in which they were criticized and ask how they felt. Point out that criticism may not feel good if it is not stated in an appropriate tone of voice, but can be very helpful in some situations. 2. As an ongoing lesson, make sure students correct their errors when working, pointing out to them through constructive criticism what needs to be done to correct the errors. Require the students to do so without a negative reaction. 3. Praise the students when they have done something well, and expect a "thank you" for the compliment. This is accepting criticism as well. 4. Ask the students to tell a couple of situations in which they might not receive such good criticism/negative criticism and have them tell what they might do in that situation. 5. As students see errors made by their classmates, have them point them out in <u>constructive criticism</u> and require that they follow up with praise when the task is completed well. This is done not to cause arguments, but for the students to see the value of constructive criticism.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.6.: CONTINUED	
6. You might choose to show "How Honest Are You?", a film which shows the need to be honest to yourself and others and would reinforce the need for criticism of ourselves and others.	"How Honest Are You?"
TASK C.7.: Student will accept responsibility for his/her assigned tasks.	
1. Assign each student to list or draw his/her job(s) as they are assigned at home. Ask him/her to write the definition of responsibility as given in the dictionary. Discuss with the whole group how responsibilities vary from home to home and person to person as well as the definition might differ.	
2. "Beginning Responsibility: Taking Care of Things" is a good introduction for primary aged students.	"Beginning Responsibility"
3. Invite a guest speaker - the manager of a local store or office, a community leader, the Principal, or a parent - to speak to the group on the importance of accepting responsibility for assigned tasks. Have the students think ahead of time of tasks they are now performing which require responsibility (a job, babysitting, completing class assignments, etc.).	Guest speaker
4. Give the students a list of assigned tasks, allow them several days to complete them if necessary, but require that they complete the task. The important step here is to remember to check for completion of each task, but allowing them to take responsibility also for the time they put into the task. You might assign them something like: building a bird house, making placemats, repairing a classroom clock, or planning a week's menu, etc.	
TASK C.8.: Student will schedule his/her activities so that all tasks are able to be completed in a given period of time.	
1. Each student should be required to keep a calendar of assigned tasks or responsibilities (class papers due, club meetings, etc.). Check the calendars on a weekly basis once the students understand the concept.	Calendar (weekly and monthly)
2. Discuss why calendars are kept and how it can help to complete tasks on time in order to avoid failing a class, losing a job, etc.	
3. Discuss with the students the hazards of taking on too much. They must know that they can complete one task before accepting another responsibility. By taking on too many tasks, nothing will be done efficiently and that might hurt their grades, relationships, or cause them to lose their job, etc.	
4. Ask the students to discuss how scheduling their activities has helped them.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.9.: Student will follow established rules.	
1. Have the students establish some classroom rules and require them to follow those rules. Discuss why it is important to follow rules. 2. Once the rules have been established, ask the students to sign a contract stating that they understand the rules and agree to abide by them. 3. Assign each student to list some of the rules he/she might encounter in a work situation of his/her interest and tell how he/she could ensure that he/she would follow those rules. For example: When working in a kitchen, I would have to be sure to keep my hands clean at all times and to keep my hair pinned back, or; If I was employed as a carpenter it would be very important that I do only my assigned jobs, listen to my boss, be on time for work, keep myself clean and neat, be honest, accept criticism, bring my own tools if required to do so, etc. The students may have to do some research to find out what the requirements are for a job such as the one they express interest in.	
TASK C.10.: Student will use appropriate manners to persuade a person or a group of persons to change a rule or task, and will not become upset if he/she does not succeed.	
1. Taken from the work rules the students discover on Task C.9.3, assign the students to role play situations in which they would try to change one of those rules. 2. Assign students the task of coming up with some solution to the problem of the age to drive. Should we be 21 before we can get a license? Have one student take a stand and another take another stand. Let them really try to persuade each other, using good manners and no name calling. Allow it to go on for no more than 3 minutes. 3. Ask students what they think you should do if you cannot persuade someone to change a rule that you really don't like. Would you give up and quit your job or would you continue to try and see the usefulness of that rule and perhaps try to persuade them again at a later date?	
TASK C.11.: Student will offer to help others voluntarily.	
1. The teacher might ask for a volunteer to do something and not tell what it is. See how many people volunteer for the task. Then talk about why we would volunteer to help each other. Point out the idea of manners, mutual respect, and concern for others. 2. Encourage students to do volunteer work around the school and/or community. As a class, you might even take on a community project on a volunteer basis, such as reading to the elderly once per week or month.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.12.: Student will apologize without being told to do so or reminded to do so when appropriate.	
1. Discuss with the students why we apologize and when they think we should apologize. Point out that any time we hurt someone, whether it's intentional or not, we should apologize.	
2. When we make a mistake in grading papers, etc., remember to apologize.	
3. Ask students to think of times when they apologized and how they felt afterwards. Perhaps they felt embarrassed for a while, but probably quickly felt relieved from the guilt of what they had done.	
4. Point out that apologizing is not a sign of weakness, but rather a sign of good human quality which exists in all of us and should be used when appropriate.	
5. Discourage students from apologizing for everything. Some students would gladly apologize for being alive, and must recognize that not <u>everything</u> they do is wrong. Help them to pick out instances in which they may have made a mistake, but if it did not affect anyone or anything, it is not necessarily so important that they apologize.	
6. Practice saying apologies. What are some appropriate apologies? Let the students come up with some. Here are a few for starters: "Sorry", "I'm sorry", "Forgive me", "Excuse me", "I didn't mean to...".	
7. Until it becomes a part of their immediate response, remind students to apologize when appropriate.	
TASK C.13.: Student will volunteer information on how to resolve a particular problem.	
1. Discuss problems and some possible solutions and then ask the students to think of a problem they have. For example: A little brother that teases them all the time, or a conflict with a girlfriend or boyfriend that they wish to resolve. Ask for a volunteer for that person to try to solve the problem and let the two act out a scene in which the problem arises. Work out the problem in 5 minutes or less.	
2. Discuss with the students problems that are of concern to more people other than just themselves - say a school concern. Have the students volunteer information as to how to resolve the conflict. If the resolution is obviously not going to work do not tell the student why, but request him/her to tell why that would not work, and what would work.	
TASK C.14.: When given a contract, the student will demonstrate the ability to consistently work with others.	
1. From time to time remind the student of the contract.	
2. After all of the above skills have been taught and are felt to be adequate, the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract C.14.2 Contract C.14.2a

Worksheet A.1.3

Read the following situations carefully and write in the "positive" and "negative" response to each situation. Be sure to label the response either positive or negative.

Example: John has just asked Susan to go on a date. Susan says, "No, thank you." John could reply:

"Well, why not? You think you're too good to go out with me?"	or	"Okay. Maybe some other time."
This is negative		This is positive

Situation 1: Dave's mother tells him that he can't go out to the party until he has completed all of his chores at home. Dave could reply:

_____	or	_____
_____		_____
This is _____		This is _____

Situation 2: Amy's teacher tells her that she must finish her work or she will have to stay after school. Amy could reply:

_____	or	_____
_____		_____
This is _____		This is _____

Situation 3: Nick's brother wants to borrow Nick's car for the evening. Nick says, "Okay, but you have to be home by 9:30 p.m." Nick's brother says that's not fair, because the party he wants to take it to doesn't start until 9:00 p.m. Nick could reply:

_____	or	_____
_____		_____
This is _____		This is _____

Nick's brother could reply:

_____	or	_____
_____		_____
This is _____		This is _____

Worksheet A.5.1

JOURNAL OF FOLLOWING AUTHORITATIVE INSTRUCTION

Contract A.12.1

CONTRACT

In order to improve my ability to take and follow authoritative instruction, I, _____, agree to the terms of this contract and will do my best to carry it out.

I, _____, agree to:

> Follow all directions given by my teachers, principals, and other authoritative figures in my school throughout the entire school day.

This contract begins _____ (date) and ends _____ (date).

I, _____, understand that if I do not follow this contract at all times, my parents will be called in for a conference with either my teacher or whomever the authority figure was that I did not show respect. The second time this happens, the principal will also be called in. The third time I break the contract, I will be suspended from school for 3 days and not be allowed to make up the work in my classes - losing credit for those three days.

I, _____, understand the terms of this contract and also understand that my teacher, _____, will give me 15 minutes of free time from my L.D. classroom on Friday for each week that I carry out the terms of this contract.

_____	_____
Student's Signature	Teacher's Signature
_____	_____
Parent's Signature	Principal's Signature
_____	_____
Witness	Date

Contract A.12.1a

CONTRACT

I, _____, agree to take and follow through with authoritative instruction at all times. If I meet the agreement of this contract by _____ (date) I will be entitled to:

a. 15 minutes of free time from my L.D. classroom each Friday.

b. excused from my L.D. classroom activity for each month of completion of this agreement.

c. 25 extra credit points for each six weeks of completion of this agreement.

If I do not meet the agreement of this contract by _____ (date) I will:

a. stay after school 30 minutes for each violation during the first week.

b. receive a zero for the day I did not meet the agreement.

c. have a change in class schedule to reduce influence of others who are not following authoritative instruction.

d. lose quarter credit in the class in which I am not following authoritative instruction.

e. write a 3-4 page paper on 3-4 authority figures and why they have authority.

I, _____, understand the terms of this contract and agree to meet these terms at the above mentioned time and to receive the rewards or punishments established in this contract.

_____ Student's Signature

_____ Teacher's Signature

_____ Witness

_____ Principal's Signature

_____ Date

Worksheet B.3.1

I am keeping track of people who have used good manners when speaking to me during this class for one week.

Names Situations

And this is how each situation made me feel:

Contract B.11.1

CONTRACT

I, _____, will agree to use acceptable social behavior while in school. I have learned what acceptable social behavior is, and am ready to carry out those skills on a full time basis. By acceptable social behavior I mean that I will be friendly, courteous, and demonstrate good manners at all times during the school day. If I, _____, complete this agreement, I, _____, will be entitled to 20 extra points per week of completion to be agreed to by my teacher, _____, and awarded on a weekly point schedule.

If I, _____, do not uphold this agreement, I will:

a. the first week, lose 20 points that I had earned through work.

b. the second time, lose 20 points and spend 30 minutes after school for each violation of this agreement.

c. the third time, I will lose a week's worth of points and risk being suspended from the class in which I violated this agreement.

I, _____, understand and agree to the terms of this contract on this date, _____.

Date began _____

Dates checked Dates met

_____ _____

_____ _____

_____ _____

_____ _____

_____
Student

_____
Witness

_____
Teacher

_____
Principal

Contract B.11.1a

_____
Date

CONTRACT

I, _____, hereby declare that I will use acceptable social behavior while in school. By acceptable social behavior I mean:

being friendly to everyone at school.

using good manners (when sitting, eating, listening in class, answering questions, etc.).

This job will be considered successful when I have completed all of the above requirements consistently for 1 month.

_____
Student

_____
Teacher

_____
Witness

For successful completion of the above agreement, I will be entitled to 1 free period from school to be approved ahead of time by my teacher, principal, and myself.

Date began _____

Date completed _____

_____
Student

_____
Teacher

_____
Principal

Worksheet C.4.1

Situation 1:

You are on a desert island and you want to go home very badly. It is just you and one other person on the island. Is this a situation in which you must cooperate? Why or why not?

_____

_____

_____

Situation 2:

You are starting a new job and you want to keep it. Your boss tells you to do something you really hate to do and you have to perform that task with a person you don't really like. Would you cooperate? _____ If yes, how would you cooperate?

_____

_____

_____

Situation 3:

You and a friend are in a store. Your friend shoplifts a watch and tells you not to tell on him/her. Would you cooperate? _____ What would you do?

_____

_____

_____

Situation 4:

You are in a shopping center and you see a woman spanking her child and she seems to be carried away - beating the child. You stop and tell her that maybe she should stop and she tells you to shut up. Would you cooperate? _____ Why or why not?

_____

_____

_____

Contract C.14.2

CONTRACT OF AGREEMENT

This contract is an agreement between _____ and
(student's name)

_____, and is binding from _____
(teacher's name) (date)

until _____. This contract will be reviewed by the above
(date)

mentioned parties, _____ and _____
(student) (teacher)

on a weekly basis.

The terms of this agreement include all aspects of my, _____,
(student)

ability to work with others. In order to demonstrate this ability, I,

_____, agree to demonstrate a positive approach to things
(student)

in and out of the classroom. I will keep a weekly journal of times and places where I worked well with others as well as times when I had a difficult time working well with others, but found a positive way to do so.

Once the terms of this contract have been completed for one week, I,

_____, will offer _____ and opportunity to
(teacher) (student)

choose either a free period from one of his/her classes or 20 extra credit points.

The terms of this contract are understood by both parties and are binding upon the completion of the student's portion of the agreement. Once the student has completed the task, the teacher will be responsible for carrying out the terms of the contract as agreed to by him/her. If the teacher fails to provide the rewards, the student has the right to take the matter to the principal.

_____ _____
Date Student

_____ _____
Principal Teacher

Contract C.14.2a

CONTRACT

I, _____, do hereby agree to meet the terms of this agreement between myself and my teacher, _____.

I agree to do the following things by _____ (date).

a. Help a student I don't like very well when asked to do so. _____ (date)
b. Check off the things I do that are needed to be friendly. _____ (date)
c. Role play a situation in which I have to get along with and work well with a group. _____ (date)
d. Make a scrapbook to show people working together in group activities using magazine pictures or drawings. _____ (date)
e. Wait my turn to speak in class every day and chart the time. _____ (date)
f. Write or tell an incident in which everyone cooperated. _____ (date)
g. Tell at least 2 reasons for sharing. _____ (date)
h. List and describe 3 incidents in which everyone in the classroom shared. _____ (date)
i. Use others' things only when I have asked permission. _____ (date)
j. Participate in competition in the classroom and accept the outcome with good humor. _____ (date)

I, _____ (teacher's name), do hereby agree to follow up this contract by:

a. checking with the student as to his/her progress daily.
b. praising the student when he/she completes any portion of this agreement.
c. reminding the student to wait his/her turn in class before speaking by cuing him/her (tapping my finger on my lips to be quiet).
d. carefully reading and responding to each portion of the contract that is completed in writing.
e. giving the student at least 3 opportunities to compete in a classroom activity.
f. giving the student reinforcement whenever I see him/her - in other classes or the hallway - working with others.

When the total contract has been met, the student will be allowed 30 minutes of free time to be agreed upon by _____ (teacher) and _____ (student) prior to that date.

Date _____ Student _____
Witness _____ Teacher _____
Principal _____

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: STUDENT WILL PRACTICE PERSONAL HYGIENE AND GROOMING SKILLS

TASK ANALYSIS STEPS: A-C

	ACTIVITY	MATERIALS/RESOURCES
TASK A:	The student will practice personal hygiene and grooming habits every day.	
1.	Administer pre-test.	Worksheet A1 -- Pretest
2.	Have a class discussion concerning the importance of bathing daily. Also discuss the ramifications of not bathing daily.	Self-Care Female Series
3.	Have students put the steps of bathing in correct sequence.	Worksheet A3
4.	Have a class discussion concerning the importance of using a deodorant or anti-perspirant. Also discuss the social ramifications of not using deodorant daily.	
5.	Divide the class into groups of two. Role-play the following situation: One student pretends he has come to school dirty and has a body odor problem. The other student talks to the "dirty" student about his problem and what he can do to improve his problem.	Worksheet A3
6.	Students can make a bulletin board display of various kinds of deodorants.	magazines, discount store advertisements
7.	Have students discuss the proper way to brush teeth and then have them demonstrate the proper method.	toothbrushes and tooth-paste
8.	Have a class discussion on different skin types. Give students the questionnaire to help determine their skin type.	Worksheet A8
9.	Have students identify "do's" and "don'ts" for care of their faces.	Worksheet A9
10.	Have students examine their hands and fingernails. Ask students the following questions: Do your hands look clean? Do your hands look well-cared for or are they dry and chapped? Are your fingernails clean?	
11.	Have a class discussion on the proper way to wash hands. Also discuss ramifications of not keeping your hand clean.	
12.	Administer Clothes Care Inventory to students. Discuss the results.	Worksheet A12
13.	Have a class discussion on the importance of clean clothes, shoes and socks and changing underwear daily.	Self-Care Female Series Self-Care Male Series
14.	Have students discuss reasons why their hair should be brushed and/or combed every day. Include the following: a. Brushing and/or combing leads to healthy hair b. It removes the loose scales accumulated on the scalp. c. It distributes oil evenly through the hair.	
15.	Have the students identify the "do's" and "don'ts" in brushing and/or combing their hair.	Worksheet A15

ACTIVITY	MATERIALS/RESOURCES
TASK A: CONTINUED	
16. Divide the class into groups. Have them examine their combs or brushes to determine if they are appropriate. Also have the students demonstrate the correct method of combing and brushing their hair.	
17. Posture is the way you stand and sit. Ask the students the following questions: a. How do you walk, stand, sit? b. When you walk do you "walk tall"? c. Do you stand up straight?	
TASK B: The student will practice personal hygiene and grooming habits every week.	
1. Have students discuss the reasons for regular shampooing of the hair. For example: a. It removes oil and dirt that settles on hair. b. It is one of the best remedies for healing or preventing blemishes. Oil, dirt, and dandruff falling on the face around the hairline may lead to possible skin problems.	Self-Care Female Series Self-Care Male Series
2. Have students determine what their hair type is.	Worksheet B2
3. After students have determined their hair type, have them determine how often they need to shampoo their hair and with what type of shampoo. Have them use worksheet as a guide.	Worksheet B2
4. Using worksheet as a guide, have students discuss the steps for good shampooing.	Worksheet B4
5. Using worksheet as a guide, have a class discussion on the procedure for manicuring fingernails. Then have students complete worksheet B5a.	Worksheet B5 Worksheet B5a
6. Identify the two types of razors--electric and blade type. Have the students determine what type of razor they use or will use in the future. Also have them determine how often they shave or should shave.	Self-Care Male Series
7. This exercise is for boys. Review the steps for shaving, use worksheet B7 as a guide.	Worksheet B7 Self-Care Male Series
8. This exercise is for girls. Have the girls discuss shaving underarms and legs--why underarms should be shaved, how often to shave, reasons for shaving legs, and how often to shave legs.	
TASK C: Student will present himself/herself in a pleasing appearance.	
1. Have students make a bulletin board display of good and poor grooming habits.	Magazines
2. Have students make a counter display of grooming tools such as soap, deodorant, and comb. Follow-up: Have students list the grooming tools they use at home.	Grooming tools

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
3. Have a class discussion on the role of proper grooming in obtaining and keeping a job.	
4. Use the following situation for class discussion: If you were the owner of a new department store which was about to open in a shopping mall, what rules would you make about the personal appearance and clothing of sales employees?	
5. The pretest can be readministered to determine what improvement the student has made concerning his/her personal appearance.	Pretest
6. A daily chart can be developed by the student to use as a reminder of the weekly grooming habits.	

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: STUDENT WILL DEMONSTRATE MINIMUM PERSONAL HYGIENE

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will keep body clean and odor free.	
1. Have the group brainstorm items needed for a bath or shower to prepare for the film "Soap, Scents, and the Hard, Hard Sell" or "A Look at You: Health." Have class discussion of film.	Worksheet A1 Soap, towel, wash cloth, bath brush, bath oil, loofa sponges, etc.
2. Begin a classroom interest area where hygiene items will be displayed throughout the unit. Items will be accessible to students for examination and demonstration.	
3. Make a pictionary using certain vocabulary words chosen by class and teacher. Cut out magazine pictures to illustrate these hygiene words throughout the unit. Examples: soap, towel, wash cloth, bath brush, nail brush, etc.	
4. Make a classroom chart and give points for showering after gym class.	
5. Discuss the need for clean underwear daily, bacteria build-up, etc.	
6. Go to supermarket and examine various brands of deodorants anti-perspirants, prices, ingredients, and so on. Use consumer activity sheet to compare.	Neighborhood supermarket within walking distance of school or transportation for field trip
7. Add deodorants and anti-perspirants to classroom display. Have students try a brand different from the one they presently use, then report back to the class about its effectiveness as compared to their own brand.	Various brands of deodorants
TASK B: Student will practice good dental hygiene.	
1. Have a dental assistant or dentist lecture on brushing and flossing. Allow students to practice proper techniques of using brushes, floss, and disclosure tablets. Distribute pamphlets on brushing, flossing, and trips to dentist.	Floss, toothpaste, toothbrushes, disclosure tablets, topical flouride, mirror Pamphlets from dentist or Division of Health
2. Show examples of people with bad oral hygiene and those with good oral hygiene. Ask students to pick whom they would rather be seen with.	
3. Show one of the films mentioned in Resources. Make up a discussion sheet to use with students after viewing.	
4. Add new pictures and vocabulary to pictionary.	
TASK C: Student will care for hands, feet, and face properly.	
1. Demonstrate manicure and pedicure, discussing items needed for each. If possible have manicurist demonstrate on one of the students.	Manicurist Manicure scissors, cotton balls, fingernail polish and remover, orange wood sticks, foot powder, nail brush
2. Discuss the need for students to wash hands at appropriate times -- before and after lunch, after messy projects, after blowing nose, using bathroom, etc. Do some short role playing.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
3. Make a collage using pictures of products needed for hand and foot care.	Magazines for pictures to use in collage
4. Have a barber demonstrate proper shaving techniques.	Razor, razor blades, shaving cream, shaving gel, etc.
5. Discuss need and methods of shaving for girls.	
TASK D: Student will demonstrate appropriate hair care practices.	
1. Begin this task step with a review of what has been discussed to date. Show films of personal hygiene for boys and girls. Prepare a discussion sheet for after viewing or have a predetermined panel discuss the aspects of interest from the film and comments from class.	
2. Give students a checklist for proper hair care and have them record their practices for one week at a time.	
3. Have a beautician student demonstrate proper methods of shampooing, rinsing, and styling; discuss types of shampoos and conditioners to use for different types of hair. Demonstrate use of items such as blow dryers and curling irons.	Beautician student Shampoo, conditioner
4. Have student bring bottles or labels from favorite hair care products to add to classroom display or peronal hygiene products. Discuss the use of each. Also how cost doesn't mean "best."	Shampoos, creme rinses, hot oil treatments, combs, brushes, etc.
5. Have student determine what type hair he/she has and obtain hair care products that are appropriate. Designate a shelf or area for storage of his/her personal hygiene products.	
6. Add hair care items and terms to pictionary.	Hair style magazine and wigs
7. Show film to class and discuss different styles and schedules for hair care.	Curling irons, blow dryers, curlers, etc. for demonstration
8. Have students look through hair care magazines and pick out styles that they think would flatter them and other class members.	
TASK E: Female students will demonstrate proper menstrual cycle hygiene.	
1. Have school nurse discuss menstrual cycle and hygiene needed during menstruation.	Use local school's health or biology textbook for reference for factual information
2. Show film about menstruation and have open discussion. Include "what if" situations and how to handle them, e.g. odor problems caused by extra heat, improper bathing, spotting, unexpected timing.	
3. Explain how and require proper disposal of used tampons and pads.	
4. Have girls make a small packet for their purses with menstrual needs.	
5. Brainstorm some rules and/or habits to develop about menstruation -- (girls only -- to dispel old wives tales).	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will keep clothing neat and in good repair.	
1. Take a field trip to a home or laundromat. Wash and dry a load of clothes demonstrating how to sort clothing, proper setting on the machines, types of detergents, spot removers, pre-treatments, fabric softeners, bleaches available, and doing laundry. Remember to fold or hang clothes immediately after removing from dryer. Encourage student to learn to do various parts of laundry at home such as sorting his/her own clothing, washing clothing under supervision, drying, hanging, folding, etc.	Laundry products, washing machine, dryer, clothes hangers, moth products
2. Demonstrate proper methods of ironing. Include what happens when you iron clothes with perspiration in them.	Iron, ironing board, Magic Sizing, spray bottle, hangers
3. Role play situations where the need for mending could create problems for employment and social situations.	
4. Have students bring in clothing that needs repair and assist them in mending the items. Have all student first sew on a button. Ask the home economics teacher for assistance. Have student agree to go through clothes and mend one item a day until all clothes are in good shape.	Sewing items, patches, iron-on tape, and other repair materials
5. Make a bulletin board of clean, neat people and contrasting sloppily dressed people.	
6. Provide a 3-sided full length mirror, a chart listing items to check and samples of items needed for care of appearance. Have students inspect themselves as they enter the classroom and check off items that are acceptable.	
7. Have students observe each other and tell one thing about the student that looks especially nice that day. Require only positive comments to be made.	
TASK G: Student will practice good health habits.	
1. Have students self-monitor their own health habits by tallying each time they fail to cover their mouth when they cough or sneeze, dispose of tissue properly, blow nose quietly, etc.	
2. Show one or more health film followed by a discussion led by trained speakers in the field, such as public health officials.	
3. Show film on good eating habits and have students plan and prepare a balanced lunch using a chart of the four food groups.	
4. Encourage students to bring in articles from newspapers and magazines about health related topics, then have class discussions about them.	

INSTRUCTIONAL MODULE

VOCATIONAL AREAS: Marketing

ACCESS SKILL: STUDENT WILL KNOW BASIC FIRST AID PRINCIPLES

TASK ANALYSIS STEPS: A-N

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will be introduced to the need for studying first aid.	
1. Have a class discussion to determine the reasons for first aid. These should include: a. The difference between life and death. b. The difference between temporary and permanent disability. c. The difference between rapid recovery and long hospitalization.	Standard First Aid and Personal Safety, American Red Cross Should be used for each task. Instruction for teacher information.
2. Divide the class into two groups. Have them list as many different kinds of accidents or injuries as they can.	The assistance of a first aid specialist (Red Cross, Fire Rescue, etc.) should be considered when possible.
3. Have students discuss their experiences with accidents and the first aid administered. Guide the discussion toward what first aid measures would have been taken, as well as comment on what was done.	
4. Have the students make emergency identification cards to carry showing their name, address, telephone number, and people to contact in case of an emergency.	Wallet-size cards Clear contact paper to cover completed card
TASK B: Student will review first aid guidelines.	
1. Review the first aid guidelines given in the First Aid Manual.	Worksheet B1 First Aid Manual
2. Have the students make an emergency call. Guide students by showing them the telephone numbers of several doctors, the ambulance service, the hospital, the fire department, and the police.	Telephone book
TASK C: Student will identify the types of wounds, their causes, and first aid procedures.	
1. Have students define the term "wound". Then discuss the two types of wounds: a. An open wound is a break in the skin. b. A closed wound occurs when the skin is not broken, but the underlying tissue is injured.	
2. Students can determine when a wound is an open or closed wound from a given list of wounds. The list can include: fishhook in your finger, nail in your foot, scraped knee, black eye, broken arm with no bone exposed, small cut on your finger made by a knife, broken leg with no bone exposed, and a broken arm with the bone exposed.	
3. Divide the class into groups and have them determine causes of wounds. Then combine the lists.	
4. Have students discuss the first aid steps for wounds in which bleeding is not severe. These include: a. Thoroughly clean the wound with soap and water. b. Apply the dressing and bandage. c. Consult a doctor at the first sign of infection.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
5. Have students role play the following situation: You are cutting a cake. You accidently cut your finger. It is not bleeding very much. What do you do?	
6. Give an example of a wound that is bleeding severely such as a knife cut on the wrist. Have student identify and discuss the four ways to stop severe bleeding. a. Direct pressure b. Elevation c. Pressure on the supplying artery d. Tourniquet	Worksheet C6
7. Divide the class into groups of three. One persons serves as the victim of a severe wound. One person gives first aid. The third person evaluates the first aid given. Have students demonstrate the four methods used to stop severe bleeding. Also have the students exchange places. Use the following situation: Two boys were cutting a board on a saw in the shop class. The boy behind the machine had his arm under the sharp blade. Without looking, the boy at the front turned the saw on and his friend received a severe cut on his arm. What would you do?	Dressings
8. Conduct a class discussion to identify the symptoms of closed wounds.	Worksheet C8
9. Conduct a class discussion on the first aid procedures for closed wounds.	Worksheet C8
10. Divide the class into groups of three. One student serves as the victim. The second student demonstrates the first aid procedures for a closed wound. The third student evaluates the procedures. Use the following situation: A customer in a restaurant trips and falls, hitting his head on a table. He is unconscious, breathing rapidly, and has a weak pulse. What do you do?	Use Worksheet C8 as a checklist for the student doing the evaluating
TASK D: Student will identify procedures in rescuing and assisting a victim of electrical shock.	
1. Emphasize to the students the importance of caution when freeing a victim from the source of electrical power. Have students examine the guidelines on Worksheet D1.	Worksheet D1
2. Ask students to identify possible sources of electrical shock at home and at school.	
3. Divide the students into groups of two. One student serves as the victim and the other student administers first aid. Role play the following situation: You walk into a room and see a person lying on the floor. He is unconscious with his hand on a cord which is plugged into a socket. What do you do?	Use Worksheet D1 as a checklist to determine if all steps were followed
TASK E: Student will understand how and when to use artificial respiration.	
1. Ask the students to define the term "artificial respiration." (Procedure for causing air to flow in and out of a person's lungs when his natural breathing has stopped; to restore breathing when breathing has stopped.)	

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
2. Divide the students into groups. Have them list the causes of respiratory failure. Combine into one list.	Worksheet E1
3. Review the steps of administering artificial respiration using Worksheet E3. Have medical personnel demonstrate the method of administering artificial respiration using "Resuscitation Annie."	Worksheet E3 Medical personnel Resuscitation Annie
4. Divide the students into groups of two. One person administers artificial respiration to "Resuscitation Annie" and the other student, using Worksheet E3 as a guide, evaluates the procedure. Have the students exchange places.	Worksheet E3 Resuscitation Annie
TASK F: Student will understand how to assist a victim who is choking.	
1. Have students list causes of choking and the symptoms or signs of a person who is choking.	Worksheet F1
2. Invite medical personnel to come and demonstrate the abdominal thrust method of relieving a choking victim.	Worksheet F2 Medical personnel
3. Divide the students into groups of three. Have them practice the abdominal method by talking it through, but not actually demonstrating it as it could be harmful.	
4. Role play the following situation: You see a person in a restaurant grabbing their throat. They appear to be trying to cough. What do you do?	
TASK G: Student will become familiar with administering Cardiopulmonary Resuscitation (CPR).	
1. Have students identify the symptoms of a heart attack. These include shortness of breath, pain in left arm, chest pain, nausea and vomiting.	
2. Invite medical personnel to visit the classroom to explain and demonstrate CPR.	Medical personnel
3. Have the students practice administering CPR using "Resuscitation Annie". Have the medical personnel evaluate the students.	Resuscitation Annie
4. Ask the students to describe what they would do in the following situation: The man next door is complaining of pain in his left arm. He is also having difficulty breathing. He loses consciousness and he has no pulse. What do you do?	
TASK H: Student will become familiar with various types of burns and give simple treatment.	
1. Divide the class into three groups. Have them identify the causes of burns. Give one group the category hot liquid, another group the category flammable material, and the third group fire.	

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
2. Have students examine the characteristics of the three types of burns.	Worksheet H2
3. Have student examine the first aid procedures for first, second, and third degree burns.	Worksheet H3
4. Have students examine the characteristics of chemical burns.	Worksheet H4
5. Students can discuss their experience with burns and the first aid administered. Have students evaluate the first aid that was given.	
6. Divide the class into two groups. Assign one group to list what to do in the case of burns and the other group to list what not to do in the case of burns.	Worksheet H6
7. Divide the class into groups of three. One person serves as the victim, the second person administers first aid, and the third person evaluates the procedure. Have the students exchange places. Using the following situations: first degree burn--you touched a hot pan and burned your finger; second degree burn--a hot log fell out of the fireplace, you grab it and throw it back in the fireplace; third degree burn--a person's car is in an accident and it catches on fire. The person is dragged out of the car with severe burns on his arms, hands, and legs.	Dressings, bandages
TASK I: Student will become familiar with the symptoms of shock and the three major first aid procedures for treating shock.	
1. Have students identify the causes of shock and the symptoms of shock. Also discuss the three major first aid procedures for treating shock.	Worksheet I1
2. Role play the following situation: You come upon a car accident. The victim does not appear to be seriously injured, however, he looks pale and is breathing rapidly. What do you do?	
TASK J: The student will identify the symptoms of a fracture, sprain, and dislocation and the proper first aid techniques for each.	
1. Have the students define fracture, sprain, and dislocation. fracture: a broken bone sprain: injury to tissue around a joint dislocation: a bone end displaced from a joint	
2. Divide the students into three groups. Have one group identify the symptoms of a fracture, the second group the symptoms of a sprain, and the third group the symptoms of a dislocation. Compile the information into a chart. Also note the similarities.	Worksheet J2
3. Have students examine and discuss the treatment for sprains and dislocations.	Worksheet J3
4. Invite medical personnel to demonstrate bandaging a sprained ankle. The medical personnel can monitor their treatment.	Bandages Medical personnel

ACTIVITY	MATERIALS/RESOURCES
TASK J: CONTINUED	
5. Also have the medical personnel describe and demonstrate the treatment for various fractures such as an arm, leg, collar bone, shoulder, ankle, and wrist.	Medical personnel splints, bandages
6. Divide the class into groups of two. Have students practice splinting various fractures. The medical personnel may offer assistance.	Medical personnel splints, bandages
TASK K: Student will identify common emergencies and discuss the necessary treatment.	
1. Have the students make a list of common emergencies they encountered during the past year and how they were handled.	
2. After the students have compiled their list, ask them to determine if the situations were handled properly and solicit other suggestions for more effective treatment.	
3. Have students discuss how they would handle the following emergencies: a. A child who has swallowed a small round object. b. A person who is not breathing and has no pulse. c. You burned your finger on a hot stove. d. You think the accident victim is going into shock. e. You think your friend has broken his leg but you are not sure. f. You cut your finger slicing a tomato.	
TASK L: Student will review important vocabulary words used in first aid.	
1. Divide the students into small groups and have them review first aid vocabulary words.	Worksheet L1
2. Have the students develop crossword puzzles, true and false questions, multiple choice questions, or matching exercises to review vocabulary words.	Paper, pencils
TASK M: Student will establish a plan for administering first aid.	
1. Review the first aid guidelines with the students and have them develop several important questions they will have to answer.	Worksheet M1
2. Give the student a list of first aid priorities and have them develop a carefully planned order of priorities--the first aid most urgently needed. Then have them discuss their first aid order of priority and the reasoning behind the priority. First Aid Priorities a. Call for medical help. b. Stop severe bleeding. c. Treat for shock. d. Effect a prompt rescue. e. Establish breathing. f. Treat for poisoning.	

ACTIVITY	MATERIALS/RESOURCES
TASK M: CONTINUED	
3. Ask the students to clip articles describing accidents out of the newspaper. They are to determine a first aid order of priority for each victim.	Newspapers
TASK N: Student will learn to assemble a first aid kit.	
1. Have the school nurse give a demonstration on a well-organized first aid kit and the use of the special materials.	
2. Have the students develop a list of basic first aid supplies such as the list on Worksheet N2.	Worksheet N2
3. Have the students compile a first aid kit for their home and their car.	

Worksheet B1

First Aid Guidelines

1. Do not move the victim unless it is necessary for safety reasons.
2. Protect the victim from unnecessary movement and disturbance.
3. Avoid or overcome chilling by using blankets or covers if available.
4. Determine the injuries or cause for sudden illness.
5. Find out exactly what happened - what caused the injuries or sudden illness.
6. Look for an emergency medical identification, such as a card or bracelet.
7. Loosen tight clothing but do not pull on the victim's belt in case of spinal injury.
8. Open or remove clothing if necessary to expose a body part in order to make a more accurate check for injuries.
9. Note the victim's general appearance, including skin discoloration, and check symptoms that may give a clue to the kind of injury or illness.
10. Check the victim's pulse.
11. Check to see if the victim is awake or unconscious.
12. If the victim is unconscious, look for evidence of head injury. If the victim is conscious, look for paralysis of one side of the face or body.
13. Check the expression of the victim's eyes and size of his pupils.
14. Examine the victim's body and limbs for open and closed wounds or signs of fractures.
15. If poisoning is suspected, check for stains or burns around the victim's mouth and source of poisoning nearby.
16. Carry out the indicated first aid.

Worksheet C6

First Aid for Severe Bleeding

A. Direct Pressure

1. Place the palm of the hand on a dressing directly over the entire area of the open wound. A thick pad of cloth helps control the bleeding by absorbing the blood and allowing it to clot. Do not disturb the blood clot after they have formed.

2. If blood soaks through the pad without clotting, do not remove it, but add additional layers of cloth and continue the direct pressure.

3. A pressure bandage can be placed to hold the pads of cloth over the wound. Hold the bandage or strip of cloth over the pad on the wound, maintain a steady pull on the bandage to hold the pad in place as you wrap both ends of it around the body part and then tie a knot in the bandage directly over the pad.

B. Elevation

1. Unless there is a fracture, an open wound on the hand, neck, arm, or leg should be elevated.

2. The injured part of the body should be raised above the level of the victim's heart.

3. Direct pressure on the pad over the wound must be continued.

C. Pressure on the Supplying Artery of Pressure Point

1. Use the pressure point in addition to direct pressure and elevation.

2. Use the brachial artery to control severe bleeding from an open wound.

   a. The pressure point is located on the inside of the arm in the groove between the biceps and the triceps, about midway between the armpit and elbow.

   b. Grasp the middle of the victim's upper arm, your thumb on the outside of his/her arm and the fingers on the inside.

   c. Press your fingers toward your thumb.

3. Use the femoral artery to control severe bleeding from an open leg wound.

   a. The pressure point is located on the front, center part of the diagonally slanted "hinge" of the leg.

b. Position the victim flat on his/her back, if possible, and place the heel of your hand directly over the pressure point. Keep your arm straight.

D. Tourniquet

1. Place the tourniquet just above the wound.

2. Wrap the tourniquet band tightly around the limb twice and tie a half knot.

3. Place a short, strong stick or similar object that will not break on the knot and tie two additional knots on top of the stick.

4. Twist the stick to tighten the tourniquet until bleeding stops.

5. Secure the stick in place with the loose ends of the tourniquet or a strip of cloth.

6. Make a written note of the location of the tourniquet and the time it was applied.

Worksheet C8

Symptoms of Closed Wounds

1. Cold, clammy, pale skin.
2. Rapid but weak pulse.
3. Rapid breathing and dizziness.
4. Pain and tenderness in the part of the body in which injury is suspected.
5. Swelling.
6. Deformity of limbs.

First Aid Procedures for Closed Wounds

1. Maintain an open airway. Give artificial respiration if necessary.
2. Carefully examine the victim for fractures and other injuries.
3. If an internal injury is suspected, get medical care as soon as possible.
4. If a closed fracture is suspected, immobilize the affected area before moving the victim.
5. If the victim must be moved, carefully move him in a lying position.
6. Do not give fluids.
7. When a small closed wound occurs such as a black eye, put a cold application on the injured area to prevent swelling.

Worksheet D1

Guidelines to Follow in Freeing a Victim from the Source of Electrical Power

1. If possible the power should be turned off before the rescue is attempted.

2. If it is necessary to separate the victim from the contact, use a long dry pole, dry rope, or a length of dry cloth.

3. Be sure your hands are dry and you are standing on a dry surface.

4. Artificial respiration should begin as soon as the electrical contact is broken.

Worksheet E1

Causes of Respiratory Failure

Obstruction by tongue

Croup

Spasm of the larynx

Swelling after burns of the face

Partial or complete blockage by a foreign object

Electrocution

Heart disease

Acute asthma

Diptheria

Swallowing poison

Direct injury cause by a blow

Air depleted of oxygen or other toxic gases

Drowning

External strangulation

Worksheet E3

Artificial Respiration

1. Determine whether the victim is conscious or unconscious.
2. Open the victim's airway. Tilt the victim's head backward so that the chin is pointing upward.
3. Check mouth for foreign matter and clear any foreign matter with your finger.
4. Look at the victim's chest to see if it rises and falls and listen and feel air for 5 seconds.
5. If the victim is not breathing, pinch the nostrils shut with the thumb and index finger of your hand that is pressing on the victim's forehead.
6. Give 4 quick breaths.
7. Look, listen, and feel for air. Check the pulse for 5 seconds.
8. If no pulse, begin CPR.
9. If there is a pulse but no breathing, give 1 breath every 5 seconds.
10. Repeat the blowing cycle.

Worksheet F1

Causes of Choking

1. A child places an object in his/her mouth.
2. An inedible object is caught in the throat.
3. Obstruction may occur when swallowing unchewed food or food containing splinters of bone or shell.
4. Persons with dentures are prone to choke on food.

Signs and Symptoms of Choking

1. Violent choking.
2. Alarming attempts at inhalation.
3. Cyanosis of the face, neck, and hands.
4. Cessation of breathing.
5. Unconsciousness.

Worksheet F2

Abdominal Thrust Method to Relieve Choking

1. Ask the victim if he/she can speak.

2. Place one hand high on the victim's chest and position his/her head at chest level or lower.

3. Deliver 4 sharp back blows with the heel of your hand over the victim's spine.

4. For the abdominal thrust, stand behind the victim and wrap your arms around his/her waist.

5. Place the thumb side of your fist against the victim's abdomen, slightly above the navel.

6. Grasp your fist with your other hand and press it into the victim's abdomen with 4 quick upward thrust.

7. If the procedures are not effective, repeat the sequence:

   4 quick back blows
   4 quick upward thrusts

8. If the victim stops breathing, begin artificial respiration.

Worksheet H2

Types of Burns

First Degree

Skin is red, no blisters
Mild swelling
Painful, sensitive to touch
Rapid healing

Second Degree

Greater depth than first degree burns
Blisters
Considerable swelling over a period of several days
Wet appearance of the surface of the skin
Painful, sensitive to touch

Third Degree

White or charred appearance
Complete loss of all layers of the skin
Numb to touch
Problem of infection

Worksheet H3

First Aid Procedures for Burns

First Degree Burns

1. Apply cold water applications or submerge the burned area in cold water. (Ice cubes can also be used.)
2. Apply a dry dressing if it is necessary.

Second Degree Burns

1. Immerse the burned area in cold water until the pain subsides.
2. Apply a clean cloth that has been wrung out in ice water.
3. Gently blot dry.
4. Apply dry, sterile gauze or clean cloth as a protective bandage.
5. Do not break blisters.
6. Do not use an antiseptic preparation or home remedy on a severe burn.
7. If the arms or legs are affected, keep them elevated.

Third Degree Burns

1. Do not remove particles of charred clothing.
2. Cover burns with thick, sterile dressings or a clean sheet.
3. If the hands are involved, keep them above the level of the victim's heart.
4. Keep burned feet or legs elevated.
5. Do not immerse or apply ice water to the burned area.
6. Arrange transportation to the hospital as quickly as possible.

Worksheet H4

First Aid Procedures for Chemical Burns

Chemical Burns of the Skin

1. Wash away the chemical with large amounts of water as quickly as possible for at least 5 minutes. Remove the victim's clothing from around the burn.

2. Apply a dressing bandage and get medical aid.

Chemical Burns of the Eye

1. Flood the eye thoroughly with water for 15 minutes.

2. Hold the lids open and pour the water from the inner corner outward.

3. Remove any loose particles of dry chemicals floating on the eye by lifting them off gently with sterile gauze or a clean handkerchief.

4. Cover the eye with a dry, clean, protective pad or dressing.

5. Caution the victim against rubbing the eye.

6. Get medical help immediately.

Worksheet H6

Burns

What to Do	What Not to Do
Treat for shock	Do not pull clothes over burned area
Relieve pain	Do not remove pieces of cloth that stick to burn
Prevent infection	Do not try to clean the burn
Cover burned area with dry sterile or clean cloth	Do not break blisters
Encourage fluids to replace fluid loss from body	Do not use ointment or any type of medication on severe burns
Give water, salt, and soda solution: 1 teaspoon salt, 1/2 teaspoon soda, 1 quart water	Do not use iodine or antiseptics on burns
	Do not touch burn with anything except sterile or clean dressing
	Do not change dressings that were initially applied until absolutely necessary

Worksheet I1

Causes of Shock

1. Severe injuries.
2. Loss of body fluids.
3. Heart attack.
4. Poisoning.
5. Lack of oxygen.

Symptoms of Shock

1. The skin is pale and cold to the touch.
2. The skin may be moist and clammy if perspiration has occurred.
3. The victim is weak.
4. The pulse is rapid (over 100).
5. The rate of breathing is increased.

Treatment of Shock

1. Keep the victim lying down flat on his/her back.
2. Elevate the feet above the head.
3. Keep the victim warm using a blanket or additional clothing.

Worksheet J2

Injury	Symptoms
Sprain	Swelling Tenderness Pain upon motion Discoloration
Dislocation	Swelling Obvious deformity Pain upon motion Tenderness to touch Discoloration
Fracture	Heard or felt a bone snap Pain and tenderness Difficulty in moving the injured part Differences in the shape and length of corresponding bones on the two sides of the body Obvious deformities Swelling Discoloration

Worksheet J3

First Aid Treatment for a Sprain

1. If the victim's ankle or knee is affected, do not allow him/her to walk.

2. Loosen or remove the victim's shoes, apply a pillow or blanket splint and elevate the victim's leg.

3. In mild sprains keep the injured part raised for at least 24 hours. (Do not soak in hot water.)

4. Apply cold, wet packs or place a small bag of crushed ice on the affected area, over a thin towel. (Do not pack the joint in ice or immerse in water that contains ice.)

5. If pain and swelling persist, seek medical attention.

First Aid Treatment for a Dislocation

1. Splint and immobilize the affected joint in the position in which it was found.

2. Apply a sling. Elevate the affected part, if a limb is involved.

3. Seek medical attention promptly.

4. Never attempt to reduce a dislocation or to correct any deformity near a joint.

Worksheet L1

First Aid Vocabulary Words

Accident	Emergency
First Aid	Injury
Symptom	Pulse
Unconscious	Conscious
Poison	Wound
Infection	Open Wounds
Closed Wounds	Pressure Point
Tourniquet	Immobilize
Artificial Respiration	Toxic
CPR	Burn
Abdmoinal Thrust	Immerse
Submerge	Shock
Dislocation	Sprain
Fracture	

Worksheet M1

Important Questions You May Have to Answer

1. Is the victim breathing?

2. Does the victim have a pulse?

3. Is it necessary to move the victim to protect him/her from further injury?

4. Has medical help been called?

5. Is the victim lying down, quiet, and warm?

6. Have you reassured the victim?

Worksheet N2

Basic First Aid Supplies

1. sterile gauze dressing
2. gauze bandage
3. box of assorted adhesive dressing
4. adhesive tape
5. absorbent cotton
6. pint bottle of sterile saline
7. mild antiseptic
8. tube of petroleum jelly
9. bottle of calamine lotion
10. bottle of ipecac syrup
11. powdered activated charcoal
12. box of baking soda
13. aromatic spirits of ammonia
14. pair of scissors
15. pair of tweezers
16. needles
17. knife or razor blade
18. medicine dropper
19. measuring cup
20. thermometers (oral and rectal)
21. hot water bottle
22. ice bay
23. wooden safety matches
24. flashlight
25. cough mixture
26. salt (table)
27. aspirin
28. first aid handbook
29. diarrhea medicine
30. alcohol
31. motion sickness tablets
32. medications for special family illnesses such as diabetes, asthma, ulcers

RESOURCES

Standard First Aid and Personal Safety. American Red Cross.

INSTRUCTIONAL MODULE

VOCATIONAL AREA: Marketing

ACCESS SKILL: IDENTIFY PRIMARY, SECONDARY AND INTERMEDIATE COLORS AND USE IN COLOR WHEEL

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will discriminate between two colors.	
1. Before instructing student in this skill, determine his/her color knowledge as follows: a. Have student touch something in the room using a primary color as per teacher's instruction. b. Teacher should name an object in the room and have the student give the color of the object.	
2. Use flashcards of varying shades of colors. Put similar colors beside each other and ask the student to tell if they are the same or different.	20-40 cards with different shades of colors on them with an identical set of cards for comparison
3. Use a double set of cards with two identical shades of each color. Put two similar colors together part of the time and two cards of the same color together the rest of the time. Ask the student to tell if they are the same or different.	
4. If student cannot discriminate between similar shades of color, use different colors. Use first intermediate colors with a primary color, but if those colors cannot be distinguished from the same colors, then use a primary and a secondary. Last, if the student still has not been 100% successful, use two primary colors.	
TASK B: Student will match like colors.	
1. Use color flashcards. Have student sort the two sets into identical pairs.	Flashcards in colors
2. Have student sort markers, pencils, crayons, paints, etc. into sets of one color.	Small colored items for sorting
3. Use worksheets with one color on the left and one on the right. Have student list everything in the room that is the same color as the top circle under the appropriate side.	Color worksheets
4. Have students take turns finding everyone in the room who has on the same color as his/her shirt, slacks, etc.	
5. Make up worksheets as a class by using magic markers or colored pencils and putting two circles of each color somewhere on the page, then exchanging papers and having the students draw lines to match the two identical colors.	
TASK C: Student will identify primary, secondary, neutral colors.	
1. Make flashcards with color names in black on one side and name written in the color itself on the other side. Have each student make his/her own set of flashcards using a chart on the bulletin board with colors and their names listed.	Tag board for making cards for color names; Paints and magic markers for writing color names on one side in the appropriate color

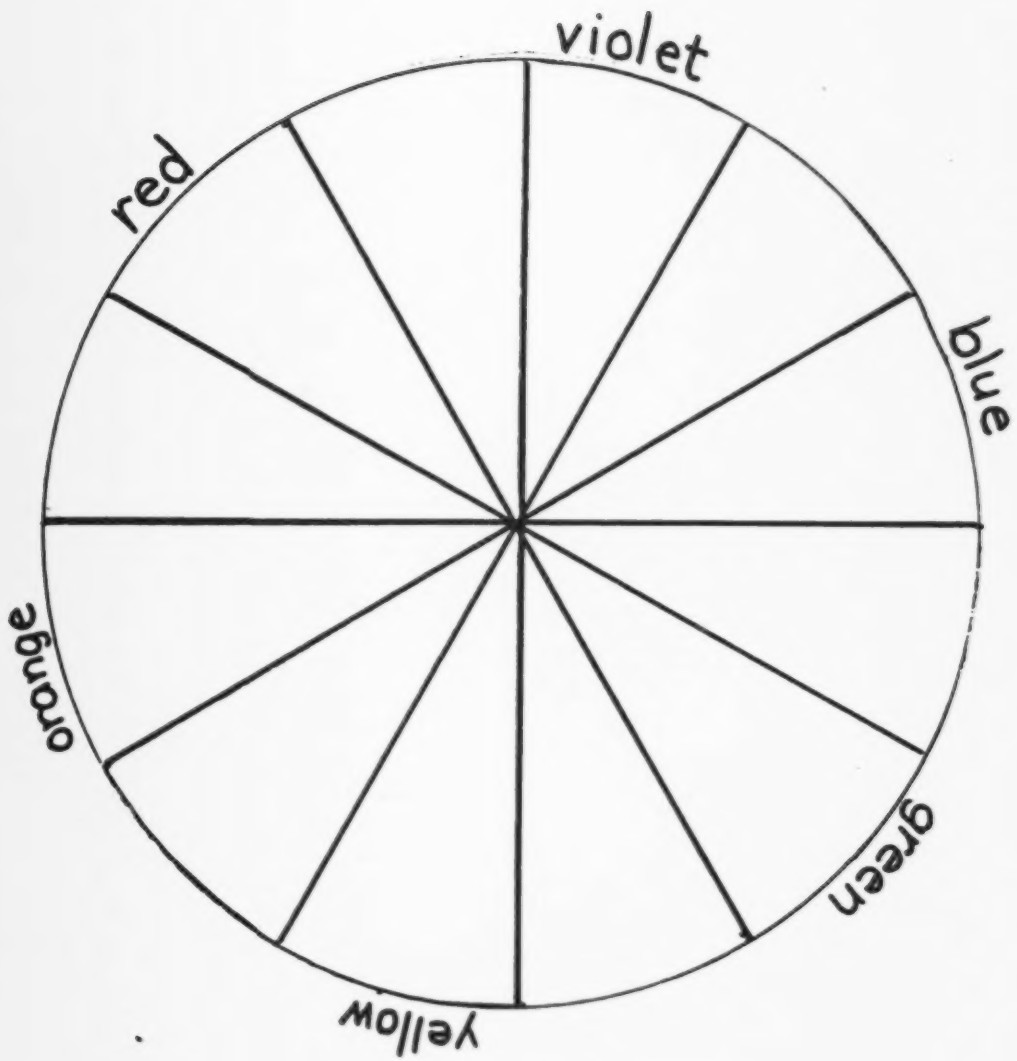
ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
2. Have student make a booklet of colors, e.g., one booklet with only red things in it. After finding red pictures for the red booklet, student will understand the concept "red." Next, have student make a blue booklet, then a yellow one.	
3. Have the students share their booklets with each other and discuss the three colors. Tell them that red, blue, and yellow are primary colors. Have them point out other things in the room that are red, yellow, or blue.	Paper, stapler, and magazines for making color booklets; Markers, pens or crayons for labeling the front of the booklet
TASK D: Student will identify secondary colors and make secondary colors from primary colors.	
1. Give student red, yellow, and blue paint. Let the student experiment with the colors for a while, then ask what is happening as the colors are being mixed. Point out other colors forming on the paper. Say, "I told you to use only red, yellow, and blue. Why have you used other paints besides the ones I gave you?" Let student discover that the other colors were made by mixing the three primary colors.	Paper, paints, brushes
2. Given primary colors of paint of transparency paper have student mix to make other colors. Identify colors they have made and what colors they used to get the final color.	
TASK E: Student will read words and match neutral colors.	
1. Give student white, gray, brown, and black paints. Let student paint with them for a time and look at other students' paintings. Ask student how he/she likes the pictures, what is wrong or unusual about them, how the pictures make him/her feel, etc. Tell the student that these are neutral colors. They are not bright and cheerful, but they can be used to make other colors more interesting.	Neutral colors of paint, paper, brushes Large painting
2. Give student one other color--a primary color. Let student mix the primary color with the neutral and see how many different colors he/she can make. Discuss the new colors and how student feels about neutral colors now. Point out how you use neutrals in some places to tone down the bright colors and make the room more peaceful.	Neutral and primary colors of paint, brushes, paper Neutral color word flashcards
3. Display a large painting using many neutrals but also many other colors. Have a discussion about what the painting would look like without the neutral colors or without the other colors.	
4. Have student go through magazines and find advertisements that are only black and white, and advertisements that are black, white, and one other color. Discuss how these advertisements affect how the student feels about the product.	
TASK F: Student will recognize components of the color wheel.	
1. Display a large color wheel. Point to each color and discuss the color and how it was made. Show the position of the primary and secondary colors. Discuss possible ways	Large wall-sized color wheel

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
to obtain the intermediate colors. Allow student to obtain supplies and try to make the colors shown on the color wheel. Give student plenty of time to explore the colors. Tell student the names of the intermediate colors and point out the two colors on each side of them. When the student discovers how to make the intermediate colors, let him/her explain the process. Point out examples of complementary color schemes, analogous color combinations, and monochromatic colors in the school.	
2. Give student the color wheel sheet. Point out the missing intermediate colors. Have student color in the missing colors.	Worksheet F2
3. Give student a blank outline of the color wheel. Let them fill in the proper colors in the appropriately labeled area.	Worksheet F3
4. Give student the vocabulary sheet. Refer to the large color wheel chart to explain each of the terms. Have the student find examples of each term and make a class booklet of pictures with the word at the top and pictures illustrating it under the word.	Worksheet F4
5. Have each student draw a color wheel. Use the posttest worksheet to check student's understanding of the colors and color words.	Worksheet F5

Worksheet F2

WORKSHEET FOR COLOR WHEEL

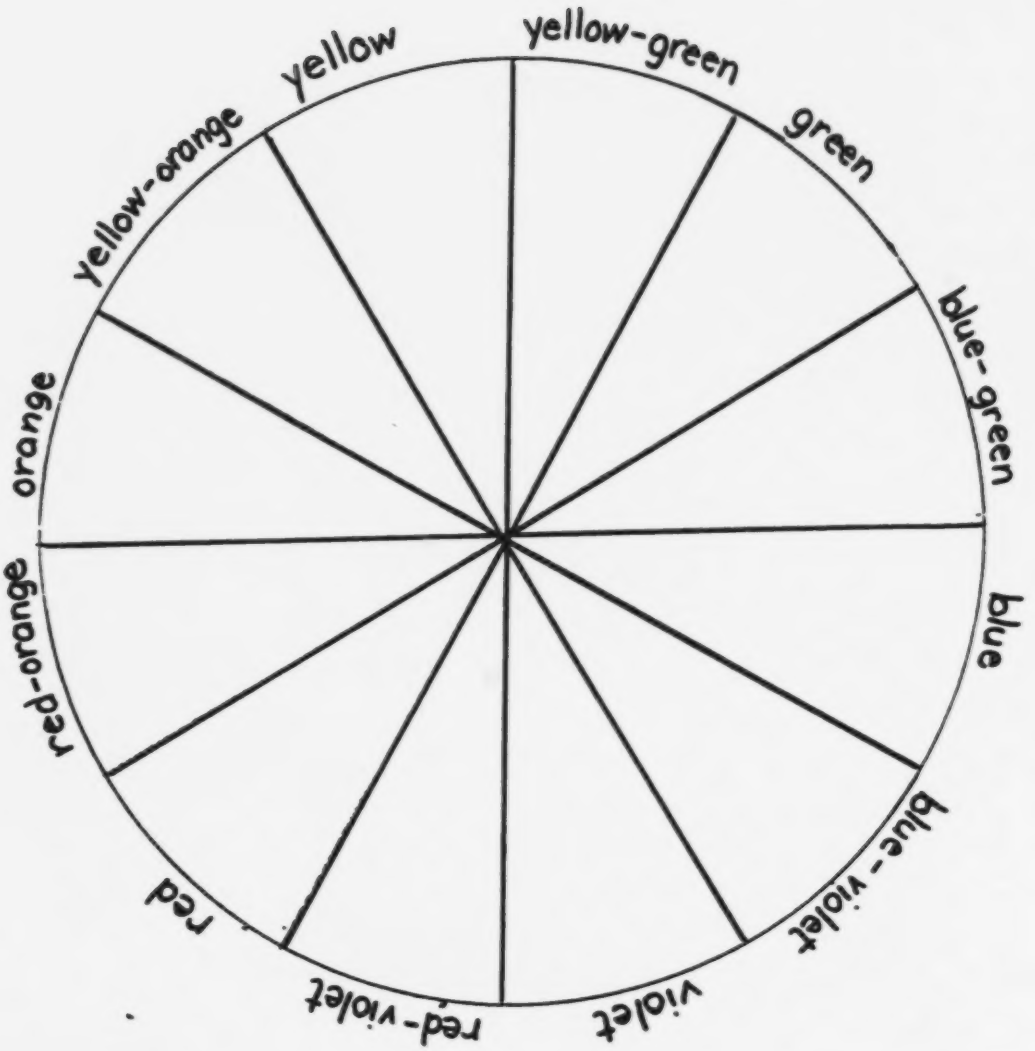
DIRECTIONS: Mix the appropriate colors and paint in the missing parts of the color wheel. (Remember the missing intermediate colors are made by mixing the primary and secondary color that are on either side of the intermediate color).



Worksheet F3

COLOR WHEEL

DIRECTIONS: Paint this color wheel. Use the big color wheel on the wall for a guide, if you need it.



Worksheet F4

VOCABULARY SHEET FOR COLOR

PRIMARY COLORS are red, blue and yellow. All other colors may be made from them.

SECONDARY COLORS are green, orange and violet. They are made by mixing two primary colors.

INTERMEDIATE COLORS are red-violet, red-orange, yellow-orange, yellow-green, blue-green, and blue-violet. They are made by mixing a primary color with a secondary color.

BROWN is a color made by mixing all three primary colors together.

NEUTRAL COLORS are black, white, brown or gray.

BLACK is a color that is considered to be the absence of light.

WHITE is a color that is all light.

GRAY is made by mixing black and white.

COLOR WHEEL is a circle of twelve colors, having the primary colors equally spaced apart on the circle with yellow at the top, secondary colors are spaced between the primaries from which they were mixed with an intermediate color in between the primary and secondary colors.

COMPLEMENTARY COLORS are colors directly opposite each other on the color wheel.

ANALOGOUS COLORS contain at least part of another color such as yellow, yellow-green, green, blue-green, etc.

MONOCHROMATIC means to use the same color, but vary the intensity or value of the color as in a light blue with a dark blue.

GREEN is a secondary color made by mixing yellow and blue.

VIOLET is a secondary color made by mixing red and blue.

ORANGE is a secondary color made by mixing red and yellow.

COLOR begins with light and if there is little light, there is little color. Another word for color is hue. Our sense of color results from the way we perceive the different wave lengths of light that vibrate at different speeds.

Worksheet F5

POSTTEST WORKSHEET

I. Paint in the three primary colors under this line.

II. Paint in the three secondary colors by mixing two primary colors under this line.

III. Write the names of the primary colors. _____, _____, _____

IV. Write the names of the secondary colors. _____, _____, _____

V. Which colors must I mix to get brown? _____

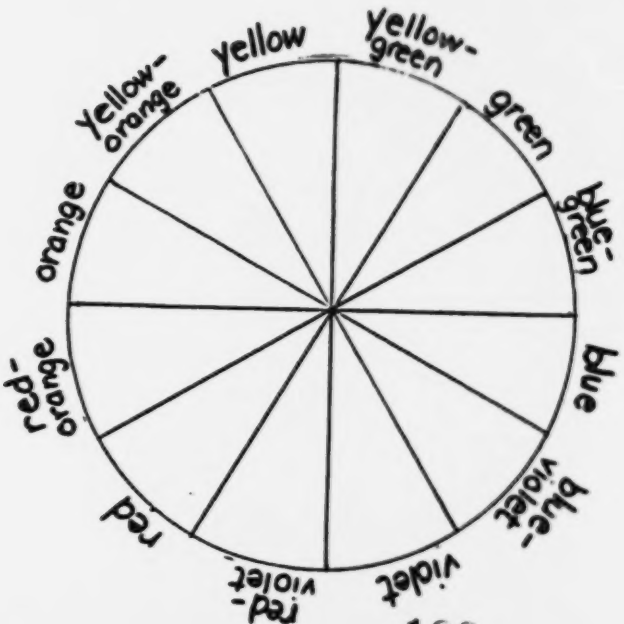
VI. What do we call the colors brown, gray, white and black? _____

VII. Which colors do we mix to get orange? _____ _____

VIII. Which colors do we mix to get violet? _____ _____

IX. Which colors do we mix to get green? _____ _____

X. Paint in the color wheel below.



Words to use in this posttest: red, blue, yellow, violet, orange, green, primary, secondary, neutral, color wheel, white, black, brown, gray

RESOURCES

MARKETING

Instructional Materials Center
University of Texas-Austin
Austin, TX 78712

Applical Arithmetic for Distribution, Reeves, J.
Physical Distruction: Shipping, Receiving, Stocking, Luter, R. R.

Instructional Materials Laboratory
908 Woodson Way
University of Missouri-Columbia
Columbia, MO 65211

ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide, Flanagan, M., & Johnson, J.
Agricultural Business Sales and Marketing